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AUTHOR	Savesky, Kathleen, Ed.; Malcarne, Vanessa, Ed.
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ABSTRACT

This curriculum guide provides the framework for integrating humane education into the traditional elementary school curriculum. The activities in this guide are designed to help students think critically and clarify their own feelings about various issues, as well as to provide them with factual information and understandings about animals. Thirty-five concepts have been identified under four major chapters: (1) Human/Animal Relationships; (2) Pet Animals; (3) Wild Animals; and (4) Farm Animals. Chapters contain concepts and activities for each of the four curriculum areas: Language Arts, Social Studies, Mathematics, and Health/Science. The curriculum guide consists of four books encompassing the following levels: Preschool to Kindergarten, grades 1-2, 3-4, and 5-6. The same subtitles are used in each of the four levels. Appendices have lists of humane education resource organizations and addresses of resource publishers. (YP)

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people & animals

A HUMANE EDUCATION CURRICULUM GUIDE

level a

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people & animals

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developed by
The National Association for the Advancement of Humane Education
A Division of The Humane Society of the United States

Edited by Kathleen Savesky and Vanessa Malcarne

Editorial Committee:

Cynthia Clegg
John J. Dommers
Charles F. Herrmann, III
Renée Spain McIntyre

level a

project development team

Special Curriculum Consultant

David Alexander
Director, Eliot-Pearson Curriculum Resource Laboratory
Department of Child Study
Tufts University
Medford, Massachusetts

Project Development Team

Jacque Briley
Special Education Teacher
Robinson High School
Little Rock, Arkansas

Dr. Carol Browning
Director
Institute for Humanistic Studies
Ogden, Utah

Cynthia Clegg
1st Grade Teacher
Kathleen Goodwin School
Old Saybrook, Connecticut

Anita Coburn
Director of Education
The Humane Society of the United States
Washington, D.C.

Joan Smithey Dawson
4th Grade Teacher
Leeds Elementary School
Board Member
Ruffner Mountain Nature Center
Birmingham Humane Society
Birmingham, Alabama

Katherine DeGroff
Education and Development Manager
Indianapolis Humane Society
Indianapolis, Indiana

John J. Dommers
Coordinator of Multi-Media Materials Development
The Humane Society of the United States
East Haddam, Connecticut

Rose Eastes
Regional Representative
Indiana Humane Educators Association
Fort Wayne, Indiana

Judi Friedman
Children's Author, Environmentalist
Canton, Connecticut

Ivan Golakoff
Assistant Director and Director of Education
Animal Care and Education Center
Rancho Santa Fe, California

Charles F. Herrmann, III
Editor, *Kind* Magazine
The Humane Society of the United States
Washington, D.C.

Nancy Hickman
Director of Education
Texas Federation of Humane Societies
Lubbock, Texas

Frances Spivy Lipscomb
Executive Assistant
Animal Welfare Institute
Washington, D.C.

Kay Long
Regional Representative
Indiana Humane Educators Association
Columbus, Indiana

E. Robert Macklin
Teacher Coordinator
Park-School Nature Education Program
West Rock Nature Center
New Haven, Connecticut

Vanessa Malcarne
Stanford University Intern
National Association for the Advancement of Humane Education
East Haddam, Connecticut

Renée Spain McIntyre
5th Grade Teacher
Academy Elementary School
Madison, Connecticut

Mary McLendon-Simpson
Curriculum Consultant
Edmonds, Washington

Kathleen Savesky
Director
National Association for the Advancement of Humane Education
East Haddam, Connecticut

Rudolph J.H. Schafer
Energy-Environmental Education Program Director
California State Department of Education
Sacramento, California

Barbara Smith
Animal Control Academy
The Humane Society of the United States
Tuscaloosa, Alabama

Kim Sturla
Education Coordinator
Peninsula Humane Society
San Mateo, California

Gregory Topolie, D.V.M.
Special Consultant
Durham Board of Education
Oshawa, Ontario
Canada

Marilyn Traylor
Program Manager
Basic Educational Skills Research Project
ARVAC, Inc.
Hot Springs, Arkansas

Jeanne Walsh
Director of Public Information and Education
San Francisco SPCA
San Francisco, California

Barbara Westerfield
Humane Education Director
Central California SPCA
Fresno, California

Dr. G.W. Willingham
Professor
Elementary Education
Stephen F. Austin State University
Board Member
Texas Humane Information Network
Nacogdoches County Humane Society
Rapid Advancement Program Alternative School
Nacogdoches, Texas

Manuscripts prepared by:
Barbara J. Dolce
Lisa Zurlo

Resource coordination by:
Amanda E. Hardy

Content indexing by:
Jean Stewart

preface

In 1933, the National P.T.A. Congress issued the following statement in support of humane education:

"Children trained to extend justice, kindness, and mercy to animals become more just, kind, and considerate in their relations with each other. Character training along these lines will result in men and women of broader sympathies, more humane, more law-abiding—in every respect more valuable citizens.

"Humane education is teaching in the schools and colleges of the nations the principles of justice, goodwill, and humanity toward all life. The cultivation of the spirit of kindness to animals is but the starting point towards that larger humanity which includes one's fellow of every race and clime. A generation of people trained in these principles will solve their difficulties as neighbors and not as enemies."

The message of this statement speaks even more directly to the 1980's than to the decade in which it was written. Children today face the dilemma of growing up in a world that is politically and environmentally unstable–a world in which both individual and national decision-making become increasingly important to the survival of both humans and other animals. Humane education, incorporated into the curriculum of our nation's schools, can help children develop the sensitivity and understanding they will need to make sound personal and political decisions based on concern for all living creatures.

People and Animals: A Humane Education Curriculum Guide has been developed to provide the framework for integrating humane education into the traditional elementary school curriculum. In addition, it will serve as the basis for the development of teacher training courses, expanded classroom programming, and supplemental humane education teaching materials.

Publication of the guide represents fulfillment of a major objective of the National Association for the Advancement of Humane Education, The Humane Society of the United States, and the educators who contributed their time and talents to the project. More importantly, it represents a key factor in making humane education an integral part of the elementary school experience. Adaptation and implementation of the guide by school systems throughout the country will be an important step toward realizing the goals of humane education and making the world a better place for people and animals.

introduction

What Is Humane Education?

Humane education involves far more than the teaching of simple animal-related content. It is a process through which we: (1) assist children in developing compassion, a sense of justice, and a respect for all living creatures; (2) provide the knowledge and understanding necessary for children to behave according to these principles; and (3) foster a sense of responsibility on the part of children to affirm and act upon their personal beliefs.

The activities in this guide are designed to help students think critically and clarify their own feelings about various issues, as well as to provide them with factual information and understandings about animals, their place in the environment, and their relationship to humans. Where appropriate, activities also focus on the importance of individual responsibility and action, and encourage students not only to discuss how they feel, but also to act upon those feelings.

Most educators agree that a positive self concept is basic to positive attitudes toward others. Consequently, it is important that children not be made to feel guilty about their personal thoughts and opinions, but rather be encouraged to express and examine their feelings freely in a climate of trust and acceptance. In those activities that require discussion of personal values, students who do not feel comfortable in open discussions should be allowed to register their feelings privately by writing them down or keeping them in a journal.

The activities presented are curriculum-blended, integrating humane concepts with skills and content from language arts, social studies, math, and health/science. This curriculum-blended approach provides context for the teaching of humane concepts, allows for repetition, and avoids the labeling of humane education as simply "another subject" to be added to the already overcrowded curriculum. Individual educators and curriculum-writing teams are encouraged to use selected activities from the guide individually, as part of larger lessons or units, or to enhance the schools' core curricula. A form to request reprint permission can be found in the appendix for those who wish to include activities from the guide in other printed documents.

The guide is merely a starting point for humane education—creative and motivated teachers will hopefully use the conceptual outline to develop additional activities, in-depth lessons, or expanded curriculum modules to meet the needs of individual schools and classrooms.

Curriculum Guide Format

Thirty-five concepts have been identified under four major chapters: Human/Animal Relationships, Pet Animals, Wild Animals, and Farm Animals. The specific focus of each chapter is explained in greater detail on the title page of that segment. Each page within the chapters contains a concept and activities that blend the concept with skills or content from each of the four curriculum areas.

The complete humane education curriculum guide consists of four books encompassing the following levels:

Level A — Preschool and Kindergarten
Level B — Grades 1 and 2
Level C — Grades 3 and 4
Level D — Grades 5 and 6

A continuous page-numbering system is used to provide continuity throughout the guide.

Each activity has been identified with a curriculum key, printed in bold type at the bottom of the column, to call attention to the skill or content addressed in the activity. These curriculum keys have been indexed for easy reference. In addition, a content index has been provided for those teachers who wish to choose activities by topic or subject matter.

Most of the activities provided are self-contained and can be completed without the use of resource materials, or with only those resources common to most school libraries or classrooms. In those cases where specific resources are required, complete information on the appropriate organization or publisher is provided either in the "Resources" section of that page or in one of the appendixes.

In addition to the few required resources, supplemental resources have been listed to provide the teacher with added background or materials for expanding successful activities. All resources are coded for the appropriate curriculum area (LA,SS,MA,H/S). Books are also identified as either juvenile (J) or adult (A).

Often local animal welfare agencies maintain libraries that may include many of the resources listed in the guide. Teachers should contact their local agency about the availability of free-loan programs, resource speakers, or low-cost materials for the classroom.

Teacher Input

Prior to publication, *People and Animals: A Humane Education Curriculum Guide* was field tested by 350 teachers in 17 states and Ontario, Canada. Input from these teachers was invaluable in the completion of this first edition of the guide, and the editors hope that those who use the current edition will offer their comments and/or suggestions for improvements in later editions. Comments, suggestions, questions, and sample student projects may be sent to the National Association for the Advancement of Humane Education, Box 362, East Haddam, CT 06423.

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human/animal relationships

Throughout history, humans have been forming relationships with other animals. Some of these relationships have been mutually beneficial, but many have served human needs or wants at the expense of the animals involved.

It is important that students recognize these relationships and how they affect both animals and humans. In addition, students who understand that they, as humans, are also animals and share many common characteristics with other members of the animal kingdom, will be more sensitive to the rights of animals and will consequently be capable of making more responsible decisions concerning their personal relationships with animals.

The activities that follow are designed to help students recognize the basic biological similarities between humans and other animals, explore the effects of human attitudes on animals, and clarify their own feelings about human/animal relationships.

similarities and differences

human/animal relationships

concept : Humans are animals.

language arts	social studies	math	health/science
Learner Outcome: Students will recognize that many animals, like humans, use sounds to communicate with one another. **Teaching Strategy:** Ask students why they think animals bark, chirp, meow, etc. Explain that since animals can't talk, they use other sounds, their own languages, to communicate. Play recording of animal sounds or call out names of animals and have students imitate the sounds that each animal makes (see resources). **Learning Activity:** As teacher calls out animal names, students imitate sounds made by each animal. Discuss what animals might want to say to each other. How is this like what people say to each other?	**Learner Outcome:** Students will recognize that many animals, like humans, live in family groups. **Teaching Strategy:** Show students pictures or flannel board cutouts of various animal families, including a human family. Elicit discussion as to what human family members do for one another. Relate what animal family members do for each other. Assign students to play members of animal families (cow, bull, and calf; rooster, hen, and chicks; male and female dog and pups; mother, father, and human child). Review sounds each animal makes and then send parent animals out of room temporarily. Mix children playing baby animals in center of room. Instruct them to make the noise of their assigned animal until their animal parents find them. Instruct parent animals to return to room and "gather their young" by finding the students making the appropriate animal sounds. **Learning Activity:** Students participate in game as described above.	**Learner Outcome:** Students will classify humans as living things and as animals. **Teaching Strategy:** Explain classification using colored blocks or other teaching aids. Prepare pictures and/or collections of various objects including humans and other animals, plants, and non-living things. Show pictures and/or objects to class and help students divide into groups of living and non-living things. Then have them divide living things group into plants and animals. Prepare a bulletin board or table with three labeled sections: Animals, Plants, Non-Living Things. **Learning Activity:** Students sort pictures and place them on appropriate section of bulletin board or table.	**Learner Outcome:** By identifying characteristics common to all animals, students will recognize that humans are animals. **Teaching Strategy:** Ask students to name their favorite animals. Show pictures of a variety of animals and then discuss what characteristics all these animals have in common (can move, eat, drink, sleep, change, grow old, and give birth to young). Do humans share these characteristics? Discuss the fact that humans are animals. Supply pictures of different kinds of animals, including humans. **Learning Activity:** Students each take a picture of an animal and mount it on a piece of cardboard for the teacher to hang as part of a class animal mobile. Include pictures of students in mobile.
understanding communication	**families**	**classification**	**living things/animals**

resources:

General: *More Than Just Pets* (J), Robert Caputo, Coward, McCann, Geoghegan.

LA: *Gobble, Growl, Grunt* (J), Peter Spier, Doubleday; *What Do the Animals Say?* (J), Grace Skaar, Scholastic; *Old MacDonald Had a Farm* (J), Abner Graboff, Scholastic.

SS: *Animal Mothers and Babies* (J), Robert Foran, Warne; *When Animals Are Babies* (J), Elizabeth and Charles Schwartz, Holiday House; *All Kinds Of Babies* (J), Millicent Selsam, Four Winds (Scholastic); *All Color Book Of Baby Animals* (J), Susan Pinkus, ed., Crescent (Crown); *Born In a Barn* (J), Elizabeth and Klaus Gemming, Coward, McCann, Geoghegan; *Farm Babies and Their Mothers*, 16mm film, BFA Educational Media, Santa Monica, CA; *Animal Babies and Families*, filmstrip, and *Animal Families*, study prints, Eye Gate Media, Jamaica, NY.

MA: *Some Of Us Walk, Some Fly, Some Swim* (J), Michael Frith, Random House, *Familiar Animals We Should Know* and *Familiar Wildflowers*, study prints, Hayes School Publishing, Wilkinsburg, PA.

H/S: *A First Look At Mammals* (J), Millicent Selsam and Joyce Hunt, Scholastic; *Some Of Us Walk, Some Fly, Some Swim* (J), Michael Frith, Random House.

similarities and differences

concept: Animals, like humans, have certain rights.

language arts	social studies	math	health/science
	Learner Outcome: Students will recognize that certain rights must be respected in order for individuals to exist together peacefully. **Teaching Strategy:** Discuss with students: How would you like school if everyone were always hitting and shoving each other? How would you like school if everyone were always taking things that didn't belong to them? How would you like school if everyone talked at the same time and no one listened? Explain that when we treat each other kindly, respect each other's belongings, and listen to what others have to say, we are respecting others' *rights* to these things. If we don't respect others' rights, they won't respect ours and everyone will be unhappy. **Learning Activity:** Students help teacher compose a list of rights for everyone in their classroom. If the classroom has a pet, do these rights apply to it as well? Why or why not? **cooperation, rights**		

similarities and differences

Human/animal relationships

concept: Animals, like humans, react physically to their environment.

language arts	social studies	math	health/science
Learner Outcome: Students will demonstrate an understanding of the concepts *hurt* and *pain* and relate these to other animals.	**Learner Outcome:** Students will recognize that failure to care properly for a pet can result in pain and/or discomfort for the pet.		**Learner Outcome:** Students will identify objects in the home environment that are potentially dangerous and could cause pain for children or pets. *This activity follows LA.*
Teaching Strategy: Define the words *hurt* and *pain*. Ask students to describe times when they felt pain. How were they hurt? How did it feel? Relate that animals other than humans also get hurt and feel pain. Ask students to describe any situations they can remember when they saw an animal that was hurt and was feeling pain. Can animals say "Ouch!"? How can we tell that they are hurt? (Sometimes they cry, act differently than normal, have visible wound.) Explain that we can often follow the rule: What causes pain for me causes pain for other animals.	**Teaching Strategy:** Use *Sharing Sam* flannel board kit or other pet care resources to instruct students in basic responsibilities of pet ownership (see resources). Using flannel cutouts, review those situations that could be potentially harmful for a pet (e.g., rain–no dog house; sun–no shade or protection; owner forgets to provide food and/or water; other dog attacks). Provide pet care supplies and toy pets for household/family living center in classroom.		**Teaching Strategy:** Help students identify potentially dangerous objects in the home environment (e.g., scissors, hot stove, broken glass, knives, needles, electric cords/sockets, poisonous household chemicals). Explain why each could be dangerous. Relate how the same objects are dangerous (can cause pain) for pets as well. Discuss how parents protect children from harmful objects (training, putting out of reach) and how we can use similar methods to protect animals.
Learning Activity: Students sit in a circle and, one at a time, relate situations, either in or outside the home, in which they could be hurt. Could other animals be hurt by these as well? How can we help prevent humans/animals from being hurt in each situation?	**Learning Activity:** As each situation is reviewed, students describe how they would feel if they were the pet in the situation mentioned (e.g., no water—thirsty; other dog attacks—scared). Would they like feelings like these? Why or why not? How could these uncomfortable feelings be avoided? Then, students use pet-care supplies, toy pets, and other items in household/family living center to create a proper home environment for pets.		**Learning Activity:** Students draw pictures of dangerous situations that can be found in the home environment, then dictate captions for their pictures that describe why the situations are dangerous. Post pictures on bulletin board display with heading "Safety At Home For Pets and People."
concept development	**responsibility**		**safety**

resources:

LA: *Moods and Emotions*, study prints, The Child's World, Elgin, IL; *Moods and Emotions*, study prints, David C. Cook Publishing, Elgin, IL.

SS: *Sharing Sam*, pet care flannel board kit, National Association for the Advancement of Humane Education (see appendix).

similarities and differences

concept: Some animals, like humans, have and display emotions.

language arts	social studies	math	health/science
Learner Outcome: Students will use correct vocabulary to define human/animal emotions. **Teaching Strategy:** Discuss emotions with students (e.g., fear, love, anger, jealousy, joy), asking students to share examples of situations in which they have experienced each emotion. Then ask: Do pets also have these feelings? Share examples and/or provide pictures of people and pets in situations that could evoke an emotional response (e.g., child being hugged, pet being hugged; child with toy taken away, pet with toy taken away; child alone in strange place, pet alone in strange place). **Learning Activity:** Students name emotion demonstrated in or evoked by each picture or situation. Then act out situation, assuming roles of humans or animals. **vocabulary development**	**Learner Outcome:** Students will identify actions that can evoke emotional reactions in family pets. **Teaching Strategy:** Place toy pet animals and pet care supplies (leash, brush, pet food box, food and water dishes, collar with tags, pet toys, litter pan, scratching post) in the household/family living center in your classroom. Use items to demonstrate actions that can cause positive and negative reactions in pets (e.g., positive–providing food and water, brushing, petting/hugging animal; negative–withdrawing food while pet is eating, mishandling pet, tying pet outdoors alone on short leash, ignoring pet), and help students to identify each emotion as the appropriate situation is portrayed. **Learning Activity:** Students use items in household/family living center to recreate teacher demonstrations, role playing pets and owners in various situations. **family living**		

resources:

General: *Moods and Emotions*, study prints, The Child's World, Elgin, IL; *A Horse and a Hound, A Goat and a Gander* (J), Alice and Martin Provensen, Atheneum; *All Color Book Of Baby Animals* (J), Susan Pinkus, ed., Crescent (Crown).

SS: *Sharing Sam*, pet care flannel board kit, National Association for the Advancement of Humane Education (see appendix).

human attitudes

concept: Humans' different attitudes toward animals sometimes affect the way humans treat the animals.

language arts	social studies	math	health/science
Learner Outcome: Students will demonstrate an understanding of the words *same* and *different* as these words apply to other students' feelings about animals. **Teaching Strategy:** Explain to students that not everyone likes and dislikes the same things. Provide examples from the students' experience (e.g., some like peas, some don't). Ask students to identify which of the following 3 animals they think would make the best pet: dog, cat, rabbit. Choose one student who voted for each pet and have the 3 students stand at different places in the room, each holding a picture or drawing of his/her chosen animal. **Learning Activity:** Upon instruction from the teacher, students stand by the student who chose the *same* animal as they did. How many liked the same pet that they did? How many liked different pets? Each student then says one thing he/she likes about his/her favorite pet animal. **vocabulary development**	**Learner Outcome:** Students will explore and express their feelings about certain animals. **Teaching Strategy:** Ask students to share feelings about different animals, using pictures of animals to generate responses. What animals do they love, like, don't like? What animals are they afraid of or not afraid of, and why? (Be sure to include pets, farm animals, wildlife, and animals commonly feared.) **Learning Activity:** Each student draws a picture of his/her favorite animal and explains why it is the favorite. Teacher points out that some students have different favorite animals than others. **expressing feelings**	**Learner Outcome:** Students will identify more than/less than relationships among student opinion groups in class. *This activity follows SS.* **Teaching Strategy:** Mount pictures of favorite pets (from SS activity) on bulletin board. Help students find and count pictures from other students who chose the same animal they did. Then help them find and count pictures of favorite animals that were different. **Learning Activity:** With help from the teacher, students count pictures of same/different favorite animals and identify whether more/less students liked the same animal they did. **counting, more than/less than**	

resources:

LA: *All About Pets*, study prints, Instructor Publications, Dansville, NY.

H/S: *Spin, Spider, Spin*, album of nature and animal songs, Educational Activities, Inc., Freeport, NY; *Fox Eyes* (J), Margaret Wise Brown, Pantheon (Random House); *Animal Fact & Animal Fable* (J), Seymour Simon, Crown; *Familiar Animals We Should Know* and *Farm Animal Families*, study prints, Hayes School Publishing, Wilkinsburg, PA; *Basic Science Series Study Prints* (Group 1 and Group 2), *Animal Life Study Prints*, and *Animals Of Land and Sea Study Prints*, SVE, Chicago, IL.

human attitudes

Human/animal relationships

concept: Humans use other animals for a variety of purposes.

language arts	social studies	math	health/science
	Learner Outcome: Students will recognize that humans use chickens to provide eggs for human consumption. **Teaching Strategy:** Explain to students that many of the things that humans use every day come from animals (food, clothing, etc.). Ask students if they have eaten eggs recently and elicit discussion about where eggs come from. Arrange a trip to a chicken farm or share a film or book (see resources) that identifies chickens as the source of eggs. Provide eggs (or bring them back from field trip) to cook in classroom. Provide appropriate equipment and utensils for cooking and eating eggs. **Learning Activity:** With assistance from teacher, students prepare and cook eggs in a variety of ways. Then, students draw pictures of a chicken, an egg, and one of the dishes they've prepared, and dictate captions for each. **products and resources**	**Learner Outcome:** Students will identify common food items and classify them according to their source. **Teaching Strategy:** Provide children with magazines and have them cut out pictures of various foods. Explain that food comes originally from either plants or animals. Hang two strips of paper on the wall and place pictures of plants that we use for food at the top of one and pictures of animals that we use for food at the top of the other. **Learning Activity:** With help from teacher, students name the food item in their pictures and then paste the pictures on the appropriate strip, classifying the food by its source–plant or animal. **classification**	**Learner Outcome:** Students will identify animals that are commonly used by humans for food, companionship, and clothing. **Teaching Strategy:** Provide pictures of a cow, pig, chicken, dog, cat, guinea pig (or other small mammal pet), and sheep. Identify each for students and discuss how each is used to provide food, clothing, and/or companionship for humans. Give each picture to a student. Tell a story about a child waking up, getting dressed, having breakfast, playing with a pet, and coming to school. Instruct students holding appropriate animals to stand whenever food, clothing, or pets are mentioned. (Be sure to include specific items provided by each animal in your story.) **Learning Activity:** Students respond by standing at appropriate point in the story. Following the activity, students share their own experiences, identifying the ways in which they use animals or animal products. **living things/animals, food and clothing**

resources:

SS: *Meat, Fish, and Poultry*, filmstrip from the series *Our Foods and Where They Come From*, National Geographic Society, Washington, DC; *Chick, Chick, Chick*, 16mm film, Churchill Films, Los Angeles, CA.

MA: *Food—Early Choices*, multi-media kit, National Dairy Council, Rosemont, IL 60018.

H/S: *Farm Animal Families*, study prints, Hayes School Publishing, Wilkinsburg, PA; *All About Pets*, study prints, Instructor Publications, Dansville, NY.

human attitudes

concept: **Domestication is a process humans have used to make animals that were once wild suitable for human use.**

language arts	social studies	math	health/science

The authors found this concept generally inappropriate for teaching at this level. If you would like to adapt more advanced activities for use in your classroom, this concept is addressed in Level B, C, and D guides.

human attitudes

concept : Humans sometimes choose alternatives to the use of animals or animal products.

language arts	social studies	math	health/science

The authors found this concept generally inappropriate for teaching at this level. If you would like to adapt more advanced activities for use in your classroom, this concept is addressed in the Level B, C, and D guides.

animal welfare

human/animal relationships

concept: Laws exist to govern the keeping of some animals.

language arts	social studies	math	health/science
Learner Outcome: Students will identify how rules can help a classroom pet. **Teaching Strategy:** Help students define problems an animal might have while living in your classroom (e.g., staying out of danger, finding a quiet place to sleep, getting fed or watered on time). Explain that students can help make life more comfortable for a pet if they know how to act around the animal. Bring in a toy animal to be an imaginary classroom pet. Discuss the special needs that the animal might have. **Learning Activity:** With help from teacher, students compose rules for care of and behavior around a real classroom pet. Are there also rules about how pets at home should be treated? How do these rules (laws) help the pets? Students take turns bringing favorite toy pets from home to be the imaginary class "pet of the week." With each new pet, review and practice class rules for appropriate behavior. **verbalizing ideas, organizing**	**Learner Outcome:** Students will identify rules that apply to care of and behavior around family pets. *This activity follows LA.* **Teaching Strategy:** Discuss the rules which have been established for appropriate behavior within your classroom. Compare these with corresponding rules for family living. Review the pet rules developed in LA activity. Which of these rules would also apply to care of and behavior around family pets? Discuss additional rules which might be appropriate for keeping a pet as part of a family. Provide toy pets and pet supplies for household /family living center in classroom. **Learning Activity:** With help from teacher, students identify rules for keeping a pet as part of a family (feed pet on time, keep water bowl full of fresh water, don't hit or harm pet, don't let pet damage neighbor's property, show pet attention, etc.). Students then use items in household/family living center to act out roles of responsible family members who obey all the rules for keeping a pet safe and comfortable. **family living**		

resources

LA: "Tyrone's Terrible Task," story from *The Best Of Animalia* (J), "Living With Animals At School," chapter from *Living With Animals* (J), and "The Classroom Pet: Delight or Disaster", pamphlet, all available from American Humane Education Society (see appendix).

animal welfare

concept : Laws exist to protect some animals.

human/animal relationships

language arts	social studies	math	health/science
Learner Outcome: Students will demomstrate an understanding of the word *protection* and will identify the consequences of failing to protect a classroom pet. **Teaching Strategy:** Discuss the meaning of *protection*, relating to students' own needs for protection. **Learning Activity:** Using either the classroom pet or a toy animal as a subject, students discuss from what situations the animal must be protected (e.g., being handled too roughly, sudden movements or excessive noise that might frighten it, being knocked down or stepped on, being too cold or too warm). Talk about what might happen to the animal if it were not protected from these situations. **vocabulary development**	**Learner Outcome:** Students will recognize the similarities between rules or laws to protect children and rules or laws to protect animals. *This activity follows LA.* **Teaching Strategy:** Identify how classroom rules not only restrict or govern student behavior, but also protect students from inappropriate behavior by other students (e.g., "No hitting" means I won't get hit; "Respecting others' property" means my things won't be damaged). Explain that in the community, rules to protect humans and animals are called *laws*. Share examples of common laws and how they protect people. Then explain that laws also exist to protect animals. Review pet needs discussed in LA. **Learning Activity:** With help from teacher, students suggest what rules (laws) could be made to guarantee pets the protection discussed in LA. **communities, rules and laws**		**Learner Outcome:** Students will compare their own needs for protection from the weather to those of animals. **Teaching Strategy:** Lead discussion about what it means to be protected. Present a variety of weather conditions in which some sort of protection is needed (e.g., snow, wind, rain, heat). Elicit discussion of why pets as well as people would need protection in these situations. **Learning Activity:** Students name things that would protect people and things that would protect pets in the various weather situations. Then students draw pictures of one of the weather situations, including in the picture themselves, a pet, and the things needed to protect each of them. **living things/animals, weather**

resources:

LA: *A Rabbit For Easter* (J), Carol Carrick, Greenwillow (Morrow).

H/S: *Learning About Weather*, study prints, David C. Cook Publishing, Elgin, IL; *Sharing Sam*, pet care flannel board kit, National Association for the Advancement of Humane Education (see appendix).

animal welfare

human/animal relationships

concept: Humans have formed organizations to protect and control some animals.

language arts	social studies	math	health/science
	Learner Outcome: Students will identify the role of the animal welfare organization within their community. **Teaching Strategy:** Invite a speaker from the local animal welfare organization to visit your class or take students on a tour of the animal shelter. After speaker or trip, write the name(s) of your local or regional animal welfare organization on the board (Humane Society, Society for the Prevention of Cruelty to Animals, Animal Welfare League, etc.). Read the name and elicit discussion about the work of the organization. Cover such questions as: What do they do? How do they help animals? How can we help them help animals? Do they keep homeless animals? If so, do they operate an animal shelter or do they keep them in their homes? Form a special class humane society by making "Animal Friends" badges for each student. **Learning Activity:** Students take turns coming to front of room to receive "Animal Friends" badges and saying one thing they have done or can do to help animals. **community helpers**		

resources:

General: Many local animal welfare groups and animal control agencies have educational programming and materials available for use in schools. Contact the agencies in your area for assistance or write The Humane Society of the United States or other national agencies listed in the appendix for information on the work of animal welfare and control organizations. *Patches*, two-part filmstrip series, National Association for the Advancement of Humane Education (see appendix); *Listen To Your Kitten Purr* (J), Lilo Hess, Scribner's.

animal welfare

human/animal relationships

concept: Humans have the responsibility to provide proper care for animals kept in public or private facilities.

language arts	social studies	math	health/science
Learner Outcome: Students will demonstrate an understanding of the words *zoo*, *animal shelter*, and *farm* by identifying the animals housed in each. *This activity follows SS.*	**Learner Outcome:** Students will recognize facilities that house animals within their community.	**Learner Outcome:** Students will use concepts of big/little and more than/less than to describe the living space needed by various animals.	**Learner Outcome:** Students will recognize that pets housed in an animal shelter have special needs.
Teaching Strategy: Show students pictures of a zoo, a farm, and an animal shelter. Discuss what kinds of animals are kept in each facility and why they are kept there. Help students to construct and label a zoo, farm, and animal shelter from blocks or other classroom building materials. Provide an assortment of plastic toy animals, including domestic animals and wildlife.	**Teaching Strategy:** Explain to students that in addition to pets in private homes and wildlife in its natural habitat, animals may be found in many places in the community. Discuss the role of the animal shelter (a place that houses lost or homeless pets), the zoo (a place that keeps wild animals so that we may see them and learn about them), a farm (a place that keeps animals to provide humans with food and clothing), etc. Plan a field trip to an animal shelter, zoo, or farm.	**Teaching Strategy:** Show students pictures of familiar animals. Help students identify each. Then pair pictures with one large animal and one small animal in each pair.	**Teaching Strategy:** Discuss with students the needs of their pets at home and their role in meeting those needs (see resources). Be sure to include food, water, license, collar, veterinary care, grooming, love, and attention. Explain that an animal shelter houses lost and homeless pets. Help students speculate about what it would be like to care for as many as 100 dogs and cats. Assign students roles as dogs, cats, and animal shelter workers, with at least 8-10 pets for every worker.
Learning Activity: Students identify animals and place in appropriate facilities.	**Learning Activity:** Students take trip to an animal shelter, zoo, or farm. Upon return to class, students describe what the facility looked like, smelled like, sounded like, and which animals they saw there.	**Learning Activity:** Students identify big and little animal in each pair of pictures and state which animal needs more/less space. Follow up with role play of animal movements. Discuss: Does the way in which the animal moves tell us anything about how much space it needs?	**Learning Activity:** Students role play pets and animal shelter workers.
vocabulary development	**communities**	**big/little, more than/less than**	**pets**

resources:

LA, SS, MA: *Zoo Animals* and *Farm Animals*, filmstrips from the series *Animals Around You*, National Geographic Society, Washington, DC; *Patches*, two-part filmstrip series, National Association for the Advancement of Humane Education (see appendix); *Basic Science Series Study Prints* (Group 1 and Group 2), SVE, Chicago, IL.

H/S: *Sharing Sam*, pet care flannel board kit and *Patches*, two-part filmstrip series, National Association for the Advancement of Humane Education (see appendix).

animal-related careers

human/animal relationships

concept: Careers exist that involve working with and for animals.

language arts	social studies	math	health/science
	Learner Outcome: Students will recognize several animal-related careers. **Teaching Strategy:** Ask students: Who like to have a job where you could be around animals when you grow up? Explain that some people in the community have jobs that help animals. Describe several community-helper careers that involve helping animals (e.g., animal control officer, zoo keeper, veterinarian, kennel worker). Make badges that represent each career and provide toy pets and career "props" such as brushes for groomers, stethoscopes for veterinarians, food and water dishes and scoops for kennel workers and zoo keepers, etc. **Learning Activity:** Each student becomes an animal helper by making and wearing a badge to represent one of the careers and acting out the work of the animal helper. **community helpers**	**Learner Outcome:** Students will interpret number sentences that relate information about animal care/health workers. *This activity follows H/S.* **Teaching Strategy:** Prepare a number of small dog and cat cutouts for a flannel board. Then, using the career information gathered in the H/S activity, prepare a series of number sentences describing the work of the veterinarian and his/her helpers. Examples: The veterinarian gave distemper shots to 3 dogs and 2 cats. The receptionist answered 5 telephone calls from people needing help with their pets. The animal care helper fed 6 dogs and 4 cats. Read sentences aloud to students and select different students to count appropriate number of cutouts and place them on flannel board. **Learning Activity:** Students count appropriate number of dogs and cats for each sentence and place on flannel board. **counting, numbers**	**Learner Outcome:** Students will recognize the similarities between doctors for animals and doctors for people. **Teaching Strategy:** Generate discussion of children's experiences in visiting a hospital or doctor's office. What kinds of things does the doctor do? What do the nurses do? Ask if any children have taken their pets to an animal doctor. Discuss similarities of human/animal doctors and the nurses or technical support staff that assist them. Discuss added difficulty for veterinarians because patients can't say how they feel. Provide toy pets, stethoscopes, toy thermometers, bandages, and other appropriate "props" for students to role play veterinarians. **Learning Activity:** Students role play people and animals in a veterinarian's office. Then each student states a reason why a veterinarian is a special friend for pets. **health**

resources:

General: *Careers: Working With Animals* (A), Guy Hodge, Acropolis, also available from The Humane Society of the United States (see appendix); *Working With Animals*, filmstrip series, Troll Associates, Mahwah, NJ.

SS: *Patches Gets Lost*, filmstrip from the series *Patches*, National Association for the Advancement of Humane Education (see appendix).

MA & H/S: *Veterinarian, Doctor For Your Pet* (J), Arline Strong, Atheneum; *A Day In the Life Of a Veterinarian* (J), William Jaspersohn, Little, Brown.

pet animals

In today's society, being a responsible pet owner means more than providing food and shelter for your dog or cat. It means making a well-informed choice in pet selection, safeguarding your pet against dangers, spending the time–as well as the money–required to keep your pet healthy and happy, and making a commitment to the animal for its lifetime, not merely for the time you find it appealing or practical. It also means accepting your responsibilities to the community–to keep your pet from becoming a nuisance and to neuter it to prevent unwanted offspring.

These requirements appear logical enough, yet millions of animals are put to death in animal shelters each year and millions more die on the streets and highways, all because of pet owners who don't understand, or don't care, about their responsibilities to their pets.

The activities that follow are designed to help students explore the special relationships that exist between pets and humans, identify the specific elements of responsible pet ownership, and understand the consequences that irresponsible pet ownership can have for both the animals and the community.

pethood

concept: Humans raise and keep pet animals to fulfill emotional needs.

language arts	social studies	math	health/science
Learner Outcome: Students will define the word *friend* and apply it to their feelings toward pets.	**Learner Outcome:** Students will recognize that pets are an important part of many families.		**Learner Outcome:** Students will identify and name the animals most commonly kept as companion pets.
Teaching Strategy: Elicit discussion about the word *friend*. Questions may include: What is a friend? Who are your friends? What do friends do for each other? How do you feel about your friends? Then, give examples of how pets fit these descriptions of friends. Discuss the constancy of pet friendships.	**Teaching Strategy:** Show students pictures representing a mother, father, brother, sister, grandparent, and pet. Identify each as a possible family member. Ask students to identify what each does as part of a family. Point out that families often have different combinations of these members. Ask students to identify the individual family members (including pets) that comprise each of their families.		**Teaching Strategy:** Show students pictures of a variety of animals. Have students identify each animal and raise their hands if they have or know someone who has the animal as a pet. Collect the pictures and place in a pile.
Learning Activity: Using toy animals, students role play how pets and people are friends. As a follow-up activity, have students bring in pictures of their pets to create a bulletin board entitled "Our Friends."	**Learning Activity:** Students draw pictures showing a family activity in which a pet is included. As a follow-up activity, place pet-care supplies (leash, bowl, toy, brush, etc.) in classroom family-living center to be used in free-play activities.		**Learning Activity:** Students each choose a picture and identify whether or not the animal pictured is commonly kept as a pet.
vocabulary development, role play	families		pets

resources:

General: *All About Pets*, study prints, Instructor Publications, Dansville, NY.

LA: *That's What Friends Are For* (J), Florence Heide and Sylvia Van Clief, Scholastic; *Friend Dog* (J), Arnold Adoff, Lippincott.

H/S: *All About Pets*, study prints, Instructor Publications, Dansville, NY; *Basic Science Series Study Prints* (Group 1 and Group 2), SVE, Chicago, IL; *All Kinds Of Animals*, book of study prints, Scholastic.

pethood

pet animals

concept: Some pet animals once met or now meet human needs other than emotional fulfillment.

language arts	social studies	math	health/science
Learner Outcome: Students will recognize two words that describe the role of a classroom pet. *This activity suggested for use with classes that keep classroom pets.*	**Learner Outcome:** Students will recognize that special treatment is required for classroom pets. *This activity suggested for use with classes that keep classroom pets.*		**Learner Outcome:** Students will recognize that the particular needs of some animals make them unsuitable as classroom pets.
Teaching Strategy: Introduce students to two words that describe the role of a classroom pet: *friend* and *teacher*. Define each word.	**Teaching Strategy:** Cut the front out of a large appliance carton to make a mock cage large enough for a student to sit in.		**Teaching Strategy:** Lead students in a discussion of the suitability of their classroom for pets. Using pictures of at least three pet animals of different sizes and temperaments, question students about how each might feel living in their classroom. Include such questions as: Would the animal have enough room to exercise? Would it be able to stay indoors all the time? Would it be able to live in a cage so it wouldn't be in the way? Would it be frightened by the noise and activity? Would it like to be held? Could it be hurt easily? Would it be noisy when we wanted it to be quiet? Could it stay alone at night?
Learning Activity: Students relate what they learn from their classroom pet, and how it serves as their friend. How is their classroom special because they have a pet?	**Learning Activity:** Students take turns sitting in cage and role playing classroom pet. Other students ask pet how it feels and how it wants to be treated. Teacher guides activity with questions such as: Do you like to be left alone at night and on weekends? Do you like people to look at you all the time? Would you like a quiet, private place in your cage? How would you like to be handled?		**Learning Activity:** Students respond to questions and select the animal(s), if any, that may be appropriate as pets for their classroom.
vocabulary development, verbalizing ideas	role play, expressing feelings		pets

resources:

General: "The Classroom Pet: Delight or Disaster," pamphlet, "Living With Animals At School," chapter from *Living With Animals* (J), and "Tyrone's Terrible Task," story from *The Best Of Animalia*, all available from American Humane Education Society (see appendix).

H/S: *All About Pets*, study prints, Instructor Publications, Dansville, NY.

pethood

pet animals

concept: The factors considered in pet selection can affect the welfare of the animal selected.

language arts	social studies	math	health/science
Learner Outcome: Students will demonstrate an understanding of the word *kind* and identify how choosing the wrong pet can be unkind. **Teaching Strategy:** Define *kind* and give students examples of kind and unkind actions. Relate this to other humans and to animals. **Learning Activity:** Students role play pets and humans in the following situations and discuss how the situations are unkind to pets: A family in a small apartment has a large dog with no room to exercise. A family has a pet cat when one family member doesn't like cats. A busy family gets a puppy when there is no one home all day to care for it. **vocabulary development, role play**	**Learner Outcome:** Students will recognize that different families choose different animals as pets. **Teaching Strategy:** Instruct students to bring in photographs of family pets or magazine pictures depicting their kinds of family pets. (Students without pets may bring pictures of animals they would like to have as pets.) Provide scissors, paste, construction paper, and a sign for bulletin board. **Learning Activity:** Students take turns showing the class the pictures of their pets and relating one special thing about each animal. Then, students mount pictures and identify with their names. Use pictures to make bulletin board, "Our Pets." Does everyone have the same kind of pet? Why or why not? **families**	**Learner Outcome:** Students will recognize that the size of living space affects the choice of a pet. **Teaching Strategy:** Using toy animals of proportionate sizes and boxes of varying sizes, demonstrate that animals are different sizes and fill correspondingly different spaces. Add movement to the concept by comparing the activities of a fish, a gerbil, and a dog. Which one needs more space to exercise? **Learning Activity:** Students recreate teacher's demonstration by matching toy animals with appropriately sized boxes. **comparisons**	

resources:

General: Factors that affect the animal's welfare include available space and time; family members' likes, dislikes, and allergies; the economic situation; neighbors' feelings; legal restrictions; and available health care. *The Family Chooses a Pet*, 16mm film, Latham Foundation (see appendix).

MA: *Benjy's Dog House* (J), Margaret Graham, Scholastic; *Robbie's Friend George* (J), Shirley Potter Estes, Carolrhoda.

pethood

concept: Not all animals make good pets.

pet animals

language arts	social studies	math	health/science
Learner Outcome: Students will distinguish between fact and fiction in stories about the keeping of pets. *This activity follows SS.* **Teaching Strategy:** Explain factors that should be considered when choosing a pet (e.g., ability to provide proper care, ability to control animal, space considerations, parental consent). Using pictures in SS activity, begin a story, "Stephen went to a pet store and bought a (picture of tiger) for a pet." Discuss with class what problems Stephen would have if he really brought home a tiger. Could he take good care of a tiger? Would the situation be good for Stephen or the tiger? **Learning Activity:** Students decide whether Stephen can really bring the animal home as a pet (fact) or if the story is just make-believe (fiction), and sort the mounted pictures accordingly. Students self-correct exercise by checking to make sure all triangles are in one stack and all squares in the other. **distinguishing between fact/fiction**	**Learner Outcome:** Students will identify animals that are appropriate for keeping as family pets. **Teaching Strategy:** Assemble pictures of different species of animals under such general groupings as: canines, felines, rodents, fish, hoofed, birds, etc. Include animals in each grouping that would be appropriate/inappropriate as pets. For example: birds - parakeet, blue jay, hawk canines - dog, wolf, coyote Mount animal pictures on pieces of paper with each grouping on a different color. Put appropriate pets on triangular-shaped backing and inappropriate pets on square backing. Identify animals for students and indicate whether each makes an appropriate pet. **Learning Activity:** Students separate animals on triangles from animals on squares. Then discuss which animals make better family pets and why. **family living**	**Learner Outcome:** By counting and comparing numbers of animals that are appropriate pets, students will determine that only a small number of animals are appropriate to be kept as pets. **Teaching Strategy:** Help students define the word *pet*, making sure to point out that pets are domestic animals that share our homes, are our friends, and are dependent on us to care for them. Explain that very few kinds of animals are appropriate for keeping as pets. Mount two strips of paper on the wall and label one "pets" and the other "not pets." Provide magazines, scissors, and paste. **Learning Activity:** Students each cut a picture of an animal from magazines. Then, with help from teacher, students identify animals, say whether or not they would be good pets, and paste pictures on the appropriate strip of paper. As a class, students count number of kinds of animals on each strip and identify which list has more/less. **counting, more than/less than**	**Learner Outcome:** Students will recognize the potential health hazards to people that exist when inappropriate animals are chosen as pets. *This activity follows SS.* **Teaching Strategy:** Discuss potential hazards to people that exist when inappropriate animals are chosen as pets (e.g., personal injury, disease, damage to home). **Learning Activity:** Using square mounted pictures in SS activity, students dramatize hazardous situations that may occur when each of the animals is taken as a pet. For example: one student as a tiger, and one student as an owner trying to handle the tiger. Caution: Be sure to emphasize that in each situation the *animal* is not bad, but keeping it as a pet is. Students may become carried away with demonstrating "bad" animal behavior. **safety**

resources:

General: *Animals and Pam*, 16mm film, AIMS Instructional Media, Glendale, CA; *The Family Chooses a Pet*, 16mm film, Latham Foundation (see appendix); *An Animal For Alan* (J), Edward R. Ricciuti, Harper & Row; *Bony* (J), Frances Zweifel, Harper & Row; *Robbie's Friend George* (J), Shirley Potter Estes, Carolrhoda.

pet needs

pet animals

concept : Pets depend on responsible owners to fulfill their needs.

language arts	social studies	math	health/science
Learner Outcome: Students will recognize words that describe pet needs. **Teaching Strategy:** Use felt cutouts or real pet-care supplies to represent items that fulfill various pet needs (see resources). Place each cutout on flannel board or share each pet-care item naming the item and the corresponding need (e.g., food dish–food; fence–protection; license tag and leash–control; brush–grooming). Have students repeat vocabulary. Tell a story about a pet and its needs (see resources). **Learning Activity:** As teacher tells a story about a pet and its needs, students place the appropriate felt cutouts on flannel board or "dress" a toy pet with appropriate supplies.	**Learner Outcome:** Students will identify the similarities between veterinarians for animals and doctors for humans. **Teaching Strategy:** Ask students what they do when they are sick. Who do they tell? What person do they go see? Discuss what a doctor does in his/her office to treat patients (e.g., uses thermometer, gives shots or medicine, uses stethoscope). Show toy pet animal or picture of pet. Identify veterinarian as pets' doctor. Relate similar practices for treating animal patients. If possible, arrange a field trip to a veterinarian's office. Provide "props" for children to set up imaginary animal hospital in classroom (e.g., stethoscope, toy thermometer, lab coat, bandages, etc.). **Learning Activity:** Students draw pictures of pets in a veterinarian's office and humans in a doctor's office and dictate captions to teacher. Then, students act out roles of veterinarians in classroom "animal hospital."	**Learner Outcome:** Students will apply concepts of big/little, and more than/less than to space requirements for pets. **Teaching Strategy:** Using pictures of common pets and pet homes, identify big and little pets and big and little homes (e.g., dogs and gerbils, doghouses and gerbil cages; horses and rabbits, stable and hutches). Identify which homes provide more/less space. Discuss pet owner's responsibility to provide pet with adequate housing space. Discuss possible consequences of inadequate space for housing pets. **Learning Activity:** Students match pictures of big pets with big homes and small pets with small homes.	**Learner Outcome:** Students will recognize that many pet needs are similar to human needs. **Teaching Strategy:** Ask students to relate morning activities before coming to school (e.g., waking up, eating breakfast, washing, combing hair, getting dressed). Identify needs represented by each activity, and whether pets share these needs for sleep, food, grooming, etc. Provide students with pictures representing human needs and pet needs (e.g., doctor–veterinarian; human food–pet food; comb–dog brush; bed–dog bed; person showing affection to child–human showing affection to pet). **Learning Activity:** Students match pictures of similar human needs and pet needs.
vocabulary development	**community helpers**	**big/little, more than/less than**	**living things/animals, pets**

resources:

General: Pet care literature is available from most local humane organizations and animal control departments as well as from a number of organizations listed in the appendix. *Patches*, two-part filmstrip series, National Association for the Advancement of Humane Education (see appendix); *All About Pets*, study prints, Instructor Publications, Dansville, NY.

LA: *Sharing Sam*, pet care flannel board kit, National Association for the Advancement of Humane Education (see appendix); *Benjy's Dog House* (J), Margaret Graham, Scholastic; *No Roses For Harry* (J) and *Harry the Dirty Dog* (J), Gene Zion, Harper & Row; *Listen To Your Kitten Purr* (J), Lilo Hess, Scribner's; *A Rabbit For Easter* (J), Carol Carrick, Greenwillow (Morrow).

pet needs

concept: Pet animals need to be trained and controlled to live safely in the human world.

language arts	social studies	math	health/science
Learner Outcome: Students will demonstrate an understanding of the word *safe* as it applies to themselves and their pets. **Teaching Strategy:** Define *safe*. Help students share examples of things/people/situations that make them feel frightened. Then ask students to share examples of things/people/situations that make them feel safe. Help them make a list of dangerous or frightening situations for pets. Discuss how to keep pets safe from dangers or frightening experiences. **Learning Activity:** Students use toy pets and human dolls to demonstrate their understanding of safe situations. vocabulary development	**Learner Outcome:** Students will recognize the similarities between education for humans and training for pets. **Teaching Strategy:** Help students make a list of reasons why they come to school. Introduce and focus on the word *learn*. Discuss things students learn that make it easier and/or safer for them to live (e.g., tying shoes, dressing themselves, using telephone, writing name, remembering address and phone number). Explain that although pets can't talk or write, we can teach them things to make life easier and safer for them. Examples: house training, walking on leash, coming when called, not chewing on electric cords, etc. Provide leashes, collars, and toy pets. **Learning Activity:** Students create imaginary "dog school" and "cat school," deciding what should be taught to each kind of pet to help it live happily and safely in a human's home. schools		**Learner Outcome:** Students will dramatize the role of proper training in helping pets avoid dangerous situations. **Teaching Strategy:** Ask students to identify some potentially dangerous situations in the household or neighborhood. Help class by showing pictures of items such as scissors, hot stove, electric cords/sockets, busy street, cleaning products, etc. (If appropriate, introduce and discuss Mr. Yuk! symbol). Explain that parent's/teacher's job is to help students learn how to recognize hazards through identifying signs and symbols, using senses, etc. Then discuss the fact that animals can't read signs or recognize symbols. Training and control are methods we use to help pets avoid dangers that they might not recognize (e.g., train cat to stay off counter/stove; train puppy not to chew on electric cord; confine pets to yard to avoid busy street). **Learning Activity:** Students role play owners and pets during training sessions to avoid common household/neighborhood dangers. Caution students that effective training involves patience, consistency, and *verbal* commands and corrections, *not* hitting. safety, pets

resources:

General: *Understanding Your Dog* (A) and *Understanding Your Cat* (A), Michael W. Fox, Coward, McCann, Geoghegan; *Good Dog, Bad Dog* (A), Mordecai Siegal and Matthew Margolis, New American Library; *My Dog, Your Dog* (J), Joseph Low, Macmillan; *Some Swell Pup* (J), Maurice Sendak and Matthew Margolis, Farrar, Straus, Giroux.

H/S: *Harry the Dirty Dog* (J), Gene Zion, Harper & Row; *Safety*, study prints, David C. Cook Publishing, Elgin, IL.

consequences of human irresponsibility

concept: When a pet owner is irresponsible, the pet's health or life may be in danger.

pet animals

language arts	social studies	math	health/science
Learner Outcome: Students will demonstrate an understanding of the concept of *responsibility* as it applies to pet ownership. **Teaching Strategy:** Discuss the needs that pet animals have and depend on their owners to fulfill (e.g., food, water, shelter, protection, love). Explain that pet owners are responsible for fulfilling these needs for their pets (see resources). Generate discussion about what might happen to a pet if its owner were irresponsible and failed to provide for the pet's needs, giving specific examples for students to discuss (e.g., owner forgot to feed pet, owner didn't provide water on hot day, owner left dog outside in the winter). Supply magazines and help students cut out pictures of pets with their owners or provide study prints of pets and owners (see resources). **Learning Activity:** Students dictate phrases to teacher that describe the way the pet owner in each of their pictures is helping his/her pet, then hang pictures with accompanying descriptions on bulletin board. **concept development**	**Learner Outcome:** Students will identify situations or places in the community that may be dangerous to pets. **Teaching Strategy:** Show students pictures of situations or places in the community that are potentially dangerous to loose pets (e.g., roads, cars, business districts, garbage disposal areas, schools, maintenance crews or projects, construction sites, parades or community celebrations). Discuss why each situation/place might prove dangerous to pet animals. **Learning Activity:** As each picture is shown, students dramatize or describe feelings they might have if they were a pet animal in such a situation/place. After activity, students describe those situations/places that would make them feel safest. Is home the safest place for a pet to be? Why? **communities**		**Learner Outcome:** Students will distinguish between foods that are part of a pet animal's proper diet and those that are not. **Teaching Strategy:** Discuss the importance of a nutritious diet to humans and other animals. Relate dangers of an insufficient or unbalanced diet, and discuss why it is just as important for pets to eat the right foods as it is for people. Supply magazines with pictures of a variety of food products. Note: Manufactured, "balanced diet" pet food is the most acceptable food for pets, *not* milk, meat, etc. **Learning Activity:** Students each cut out pictures of two food products from magazines, one showing a food that could be part of a pet's proper diet, the other showing a food that should not be part of a pet's diet. One at a time, students display their two pictures and rest of class identifies which food is a proper part of a pet's diet and which is not. After activity, display pictures on class bulletin board. **food**

resources:

General: *A Rabbit For Easter* (J), Carol Carrick, Greenwillow (Morrow); *Angus Lost* (J), Marjorie Flack, Doubleday.

LA: *Sharing Sam*, pet care flannel board kit, and *Patches*, two-part filmstrip series, National Association for the Advancement of Humane Education (see appendix); *Pethood or Parenthood*, slides and cassette or 16mm film, American Veterinary Medical Association, 600 S. Michigan Avenue, Chicago, IL 60605; *All About Pets*, study prints, Instructor Publications, Dansville, NY.

SS: *Harry the Dirty Dog* (J), Gene Zion, Harper & Row; *Safety*, study prints, David C. Cook Publishing, Elgin, IL.

consequences of human irresponsibility

concept: When a pet owner is irresponsible, the pet may cause problems in the human and natural environments.

pet animals

language arts	social studies	math	health/science
Learner Outcome: Students will use verbal skills to identify and describe responsible and irresponsible actions of a pet owner. **Teaching Strategy:** Define *responsible* and *irresponsible* and illustrate with examples of responsible and irresponsible behavior in the classroom. Then relate to pet ownership, providing examples of responsible and irresponsible behavior on the part of pet owners (e.g., responsible owner cares for pet, keeps pet safe at home, cleans up after pet, licenses pet; irresponsible owner neglects pet, lets pet run loose, leaves pet feces on sidewalk, doesn't license or identify pet). Have students provide additional examples. **Learning Ability:** Students bring in toy dogs or cats to keep as imaginary classroom pets over an assigned period of time. Each day choose "pet owner of the day" to role play one responsible action towards his/her pet. **concept development, role play**	**Learner Outcome:** Students will identify some of the consequences of irresponsible pet ownership. **Teaching Strategy:** Discuss with students why pet owners would want to keep their pets confined to their own yards. Explain that in addition to protecting the animals, confining pets can keep them from causing problems or "getting into trouble" in the community. Use pairs of flannel board cutouts (see resources) or magazine pictures to create potential "loose pet" situations. Examples: 1. dog and trash can 2. cat and bird feeder or bird in tree 3. dog and child on bicycle 4. cat and car **Learning Activity:** Students predict outcomes of situations presented, then identify how each situation could be avoided by responsible pet owners. **communities, responsibility**		

resources:

General: *Angus and the Ducks* (J), Marjorie Flack, Doubleday; *Harry the Dirty Dog* (J), Gene Zion, Harper & Row.

SS: *Sharing Sam*, pet care flannel board kit, National Association for the Advancement of Humane Education (see appendix).

consequences of human irresponsibility

concept: Excessive breeding of dogs and cats causes pet overpopulation problems.

pet animals

language arts	social studies	math	health/science
		Learner Outcome: Students will match pictures of pets and homes to demonstrate the results of a surplus of pets. **Teaching Strategy:** Use pieces of heavy paper to cut out or mount 20 pictures of puppies and kittens. Draw houses on 10 envelopes. Explain to students that each year many more puppies and kittens are born than there are homes available. Instruct students to "find homes" for as many pets as possible by placing one puppy or kitten in each envelope. **Learning Activity:** Students match puppies and kittens with homes and give leftover pictures to teacher. Teacher explains that there are more animals than homes, so these animals are left with no homes and no one to care for them. Is this fair? Suggest to students that baby animals should not be born if homes are not available. If possible, plan a visit to the local animal shelter. **more than/less than**	

resources:

General: *Pethood or Parenthood*, slides and cassette or 16mm film, American Veterinary Medical Association, 600 S. Michigan Avenue, Chicago, IL 60605; *Listen To Your Kitten Purr* (J), Lilo Hess, Scribner's.

consequences of human irresponsibility

concept: Abandoned pets are the products of irresponsible owners.

language arts	social studies	math	health/science

The authors found this concept generally inappropriate for teaching at this level. If you would like to adapt more advanced activities for use in your classroom, this concept is addressed in the Level B, C, and D guides.

wild animals

Out of sight and out of mind, wild animals are of little or no concern to many humans. Often unaware of the detrimental effects of their actions on the environment, humans shape and alter the world to fit their own needs. As a result, they interfere with the balance of nature essential to a healthy environment. Some humans have more direct contact and involvement with wild animals, but view them only in terms of the profits or recreation they provide. Both the unintentional and the direct activities can have the same result–tremendous problems for the wild animals that share the earth.

The activities in this section are designed to help students understand the interconnection and interdependency of all living things, identify the problems caused by human interference in the natural environment, and recognize their responsibility for maintaining a healthy environment for both humans and animals.

nature's interdependence

concept: Humans share the earth with other animals.

language arts	social studies	math	health/science
Learner Outcome: Students will use appropriate vocabulary to identify familiar wild animals and their habitats.	**Learner Outcome:** Students will identify native wild animals that live in the home/school community.		**Learner Outcome:** Students will match wild animals with the special places in which they live.
Teaching Strategy: Use pictures to introduce various familiar habitats (e.g., forest, jungle, ocean, plains, swamp, desert). Have students form circle. Then whisper a common wild animal's name to one student or show the student a picture of the animal (e.g., squirrel, raccoon, giraffe, elephant, monkey, bird, snake, fish).	**Teaching Strategy:** Elicit discussion about wild animals that live in different parts of the community (e.g., birds, insects, small mammals, reptiles, etc.). Ask students to name wild animals they have seen in or near their homes and school. If possible, take a walking tour of the neighborhood to identify the animals.		**Teaching Strategy:** Set up a learning center with background pictures or model environments such as ocean, trees, rocks, underground burrows, field, forest, sand, stream, seashore, etc. Provide pictures or models of animals that may be found in each environment. Use flannel board and appropriate cutouts if pictures and models are unavailable.
Learning Activity: Students take turns pantomiming assigned animals or making the sounds of the animals. Other students use proper vocabulary to identify animals and their habitats.	**Learning Activity:** Students draw pictures of wild animals common to their neighborhood. Mount these pictures on bulletin board with photographs of students. Label with heading, "Animals Share Our Community."		**Learning Activity:** Students each select an animal, tell what it is, and place it in the special area in which it lives. Discuss what makes each area best for each animal. As a follow-up activity, take a walking tour of the neighborhood to identify animals that live in the community (see SS activity).
vocabulary development	communities		animal homes

resources:

General: *Basic Science Series Study Prints* (Group 1 and Group 2), *Ecology In Nature's Communities Study Prints*, *Animal Life Study Prints*, and *Animals Of Land and Sea Study Prints*, SVE, Chicago, IL; *Animal Homes*, filmstrip, and *Places Where Plants and Animals Live*, filmstrip series, National Geographic Society, Washington, DC; *Animal Homes* (J), Sally Cartwright, Coward, McCann, and Geoghegan; *Snail and Caterpillar* (J), Helen Piers, McGraw-Hill; *Fly High, Fly Low* (J), Don Freeman, Viking; *Fox Eyes* (J), Margaret Wise Brown, Pantheon (Random House); *Animals That Build Their Homes* (J), Robert M. McClung, National Geographic Society; *Robins and Rabbits* (J), John Hawkinson, Whitman; *My Kindness Coloring Book* (J), Charlotte Baker Montgomery, The Humane Society of the United States.

SS: *A Crack In the Pavement*, 16mm film, FilmFair Communications, Studio City, CA; *Animals Near Your Home*, filmstrip from the series *Animals Around You*, National Geographic Society, Washington, DC; *Ecology For City Kids* (A), Erica Fielder and Carolyn Shaffer, San Francisco Ecology Center, 13 Columbus Avenue, San Francisco, CA 94111; *A Teacher's Guide: Ten-Minute Field Trips Using the School Grounds For Environmental Studies* (A), Helen Ross Russell, Ferguson; *Animals In Your Neighborhood* (J), Seymour Simon, Walker.

nature's interdependence

concept: In nature all things, living and non-living, are connected.

language arts	social studies	math	health/science
Learner Outcome: Students will apply the concept of *interdependence* to themselves and individuals in their home environment. **Teaching Strategy:** Using pictures and/or study prints of families or potential family members, discuss how family members interact and cooperate. Include family pets in discussion. **Learning Activity:** Students take turns telling class how they depend on other family members and how family members depend on them. How do pets depend on other family members? **concept development, verbalizing ideas**			**Learner Outcome:** Students will illustrate how all animals depend on plants and animals for food. **Teaching Strategy:** Establish fact that all living things require food. Elicit ideas about what children eat and where their food comes from. Compare with what other animals eat and how they obtain their food. Bring sample foods and pictures of foods to class. Identify where foods come from. **Learning Activity:** With assistance from teacher, students make simple hanger mobile with pictures of humans connected to pictures of plants or animals that provide food. **food**

resources:

General: *Ecology Posters*, study prints, Hayes School Publishing, Wilkinsburg, PA: *Sharing Nature With Children* (A), Joseph Bharat Cornell, Ananda; *Manure To Meadow To Milkshake* (A), handbook of environmental activities, Eric Jorgensen, Trout Black, and Mary Hallesey, Hidden Villa Environmental Education Project, Drawer A-H, Los Altos, CA 94022.

H/S: *Food - Early Choices*, multi-media kit, National Dairy Council, Rosemont, IL 60018; *Our Foods and Where They Come From*, filmstrip series, National Geographic Society, Washington, DC.

human responsibilities

concept: Humans have the responsibility to preserve and allow for the development of natural habitats for wildlife.

language arts	social studies	math	health/science
Learner Outcome: Students will recognize words related to natural habitat. **Teaching Strategy:** Prepare and label a series of pictures of wild animals in their natural habitats and identify each habitat with appropriate vocabulary (e.g., cave, log, woods, stream, lake, brush, tree, burrow, etc.). Show pictures to students and read labels aloud. **Learning Activity:** Students identify appropriate pictures using correct vocabulary. vocabulary development			**Learner Outcome:** Students will observe animals in natural habitats and demonstrate respect for the animals and their homes by leaving animal homes unharmed. **Teaching Strategy:** Take students on an "upside-down nature walk" on school grounds or in a nearby park, directing attention to life under rocks, logs, grass, leaves on trees, etc. Discuss any animals found and their roles in nature. What happens to these animals' homes when humans kick over the logs or rocks, trample the grass, or pull the leaves off the trees? **Learning Activity:** Students observe life in the micro-habitats and return rocks, logs, leaves, etc. to original position. Then, students return to class and draw pictures of the micro-habitats they've observed and dictate captions to describe the pictures. Use pictures to create bulletin board, "Respect the Animals' Homes." When activity is complete, send pictures home for students to share with parents. animal homes

resources:

General: *Where Can the Animals Go?* (J), Ron Wegen, Greenwillow (Morrow); *Animal Habitats*, study prints from the series *Animal Life Study Prints*, SVE, Chicago, IL; *Places Where Plants and Animals Live*, filmstrip series, National Geographic Society, Washington, DC; *Animal Homes* (J), Sally Cartwright, Coward, McCann, Geoghegan; *Animals That Build Their Homes* (J), Robert M. McClung, National Geographic Society.

H/S: *Animals In Your Neighborhood* (J), Seymour Simon, Walker; *What We Find When We Look Under Rocks* (J), Frances L. Behnke, McGraw-Hill; *If You Were an Ant* (J); Barbara Brenner, Harper & Row.

human responsibilities

concept: Humans have the responsibility to maintain a healthy environment for humans and other living things.

language arts	social studies	math	health/science
Learner Outcome: Students will differentiate between *living* and *non-living* things.	**Learner Outcome:** Students will accept the responsibility for keeping their classroom environment healthy.	**Learner Outcome:** Students will count living things in the school environment. *This activity follows LA.*	**Learner Outcome:** Students will recognize that living things may be affected by human actions.
Teaching Strategy: Share pictures or examples of living things (e.g., mammals, birds, reptiles, plants, fish) and non-living things (e.g., rocks, soil, water). Identify living things as those that grow and move, need nourishment and water, and can die. Identify each subject pictured as living or non-living. Mix pictures in a pile.	**Teaching Strategy:** Explain to students that a healthy classroom environment is one in which students are comfortable and safe from harm. Describe how each of the following can upset the "health" of the classroom: loud noise, students running, supplies left out of place, litter, broken toys, fighting.	**Teaching Strategy:** Explain that in addition to humans there are many other living things in the students' immediate environment (school playground or neighborhood). Take students on a walking tour of playground or neighborhood.	**Teaching Strategy:** Bring an immature living plant and a plastic plant or flowers to class. Identify each. Ask students to distinguish between the responsibility they have toward a live plant and toward plastic flowers, by answering such questions as: Which needs to be cared for and watered? Which needs sunlight? Which will die if we don't care for it? Which will grow if we take good care of it?
Learning Activity: Students sort scrambled pictures into two categories of living and non-living things.	**Learning Activity:** With help from teacher, students draw up list of rules/responsibilities for keeping the classroom healthy. Create a puppet "health inspector" and let a different child use the puppet each day to monitor the classroom "health" by pointing out toys or supplies that have been left out of place, trash or paper on the floor, etc.	**Learning Activity:** Students investigate and count all the living things they can find in the playground (e.g., insects, flowers, plants, trees). Then, with help from teacher, students group items found by common attributes (e.g., size, color, texture, plant or animal).	**Learning Activity:** With assistance from teacher, students water and care for live plant and for plastic flowers and measure growth of living plant. When growth becomes obvious, discuss: Which plant was affected by our actions? Why?
vocabulary development	**responsibility**	**counting, classification**	**living things/plants**

resources:

General: *The Wump World* (J), Bill Peet, Houghton Mifflin; *The Lorax* (J), Dr. Seuss, Random House.

LA: *Basic Science Series Study Prints* (Group 1 and Group 2), *Animal Life Study Prints*, and *Animals Of Land and Sea Study Prints*, SVE, Chicago, IL.

MA: *Animals In Your Neighborhood* (J), Seymour Simon, Walker; *A Teachers' Guide: Ten Minute Field Trips Using the School Grounds For Environmental Studies* (A), Helen Ross Russell, Ferguson.

human responsibilities

concept: Humans have the responsibility to allow wild animals in captivity to live as naturally as possible.

language arts	social studies	math	health/science
Learner Outcome: Students will demonstrate an understanding of the difference between *wild animals* and *pets*.	**Learner Outcome:** Students will recognize that some animals, like humans, live naturally in family groupings.		**Learner Outcome:** Students will recognize the natural habitats of various wild animals.
Teaching Strategy: Provide or instruct each student to bring in magazine pictures of a wild animal (e.g., raccoon, snake, squirrel, monkey, wild bird) and a pet animal (e.g., dog, cat, hamster, guinea pig). Discuss the differences between wild animals and pet animals, asking such questions as: Which live with people? Which hunt for their own food? Make headbands for students and have them paste one picture on each headband.	**Teaching Strategy:** Have students bring to class a photograph of themselves with a family member. Provide pictures of wild animal families. Define *family* as humans/animals that live together. Have each student name his/her family members. Point out that animals, too, often live in families. Read the story, *Make Way for Ducklings* (see resources).		**Teaching Strategy:** List the following animal "homes" on the board, identifying each with a picture, if possible: jungle swamp forest zoo plain pond Provide pictures or plastic models of several wild animals that students can easily identify.
Learning Activity: Students wear headbands and group themselves into two categories representing wild animals and pets. Then students respond to teacher's questions: Who lives with and is fed by humans? Who hunts for their own food? Who needs humans to take care of them? Who can take care of themselves?	**Learning Activity:** Students mount pictures of human/animal families to display on a bulletin board with heading "Families."		**Learning Activity:** As each animal is shown, students identify the animal's *natural* home. When finished, no animals should have been matched with *zoo*. Discuss: If a zoo isn't the natural home for wild animals, why do some wild animals live in zoos? What can be done to make zoo animals' captive homes similar to their natural homes? Students use classroom building materials, grass, twigs, water, fallen leaves, etc. to create proper zoo environments for toy animals, including in the environments those elements that would be part of the animals' natural homes.
vocabulary development, following directions	families		animal homes

resources:

General: *Zoo Animals*, filmstrip from the series *Animals Around You*, National Geographic Society, Washington, DC.

SS: *Make Way For Ducklings* (J), Robert McCloskey, Viking; *When Animals Are Babies* (J), Elizabeth and Charles Schwartz, Holiday House; *Lonesome Little Colt* (J), C.W. Anderson, Macmillan; *Animals and Their Families*, filmstrip from the series *The Life Of Animals*, National Geographic Society, Washington, DC; *Animal Families*, study prints, Eye Gate Media, Jamaica, NY.

H/S: *Basic Science Series Study Prints* (Group 1 and Group 2), *Animals Of Land and Sea Study Prints*, and *Animal Life Study Prints*, SVE, Chicago, IL.

human interference

concept: Humans often destroy wild animal habitats.

language arts	social studies	math	health/science
Learner Outcome: Students will verbalize the story in a picture book about the destruction of a spider's habitat. **Teaching Strategy:** Share the book *Spider Web* with students (see resources). Elicit discussion as to what is happening throughout the book. Explain to students that the spider's web, which is destroyed in the end, is also her home. How would they like to have their homes destroyed? Is it fair to destroy animals' homes for no reason? How do you think you would feel if someone destroyed your house for no reason? **Learning Activity:** Students retell story as teacher shows picture book to class for the second time. If possible, find a real spider in school yard or playground that can be observed without disturbing it. **verbalizing ideas**			**Learner Outcome:** Students will recognize that their actions can affect animals' homes. **Teaching Strategy:** Write the word *home* on the board. Show students pictures of human homes and help them to define the term and identify why homes are important for humans. Then show pictures or examples of several animal homes (e.g., dens, nests, hives, webs, pond, holes) and help students identify the animals that live in each. Elicit discussion about why animal homes are important for the animals. Take students on a field trip in the school yard or neighborhood to locate an ant hill. Explain what it is. Ask students what they usually do when they see an ant hill. Does anyone step on it on purpose? By accident? Explain that an any hill is a home for ants, complete with tunnels and special rooms. When we step on ant hills we can destroy part of the ants' home. If possible, bring an ant farm to class for students to observe, or share a book about ant behavior. **Learning Activity:** Students observe ants in ant farm or in a book. Then, with help from teacher, act out a small play (based on their observations or the story presented in the book) in which they are ants asking people to please respect their homes. (Make simple masks or costumes from construction paper and paper bags.) Following activity, release ants outdoors away from buildings. **animal homes**

continued on next page

resources:

General: *The Mountain* (J), Peter Parnall, Doubleday; *Farewell To Shady Glade* (J), Bill Peet, Houghton Mifflin; *Animals In Danger: Trying To Save Our Wildlife* (J), National Geographic Society; *Where Can the Animals Go?* (J), Ron Wegen, Greenwillow (Morrow); *Snail and Caterpillar* (J), Helen Piers, McGraw-Hill.

LA: *Spider Web* (J), Julie Brinckloe, Doubleday.

H/S: *Ants Don't Get Sunday Off* (J), Penny Pollock, Putnam's; *If You Were an Ant* (J), Barbara Brenner, Harper & Row.

human interference

concept: **Some species of animals have become endangered or extinct as the result of human interference.**

language arts	social studies	math	health/science
Learner Outcome: Students will identify and discuss familiar stories that generate misconceptions about the wolf. **Teaching Strategy:** Help students name familiar stories or fairy tales that feature wolves (e.g., "Little Red Riding Hood," "Three Little Pigs," "The Boy Who Cried Wolf," "The Wolf in Sheep's Clothing"). Play a recording of *Peter and the Wolf* if available. Ask students to verbalize their feelings about the wolves in the stories. Discuss the stereotyped image of the wolf presented in the story, explaining the differences between real wolves and the fictional wolves portrayed in the story (see resources). Read *Little Red Riding Hood* to the students. Discuss the fact that many real wolves have been killed by people who believe the stereotypes they've read and that, as a result, very few wolves are left. **Learning Activity:** Each time the wolf appears in *Little Red Riding Hood* students discuss whether or not wolves really act in the ways described. Do wolves stop and talk to humans? Do they wear clothes? Do they eat people? Try to imagine what a real wolf would have done in each set of circumstances. **vocabulary development, distinguishing between fact/fiction**		**Learner Outcome:** Students will recognize that the numerical equivalent of the word *extinct* is zero. **Teaching Strategy:** Provide animal crackers and six paper plates. Put five crackers on one plate, four on another, three on another and so on, leaving the sixth plate empty. Help students count crackers and identify number on each plate. Introduce the word *extinct*, explaining that when an animal becomes extinct, there is no more (zero) of that kind of animal anywhere on earth. Use dinosaur as example. Provide animal crackers for each student. **Learning Activity:** Students classify crackers into kinds of animals. When completed, students choose one kind of animal and eat all the crackers representing that animal. Relate to the concept of extinction, provide a concrete reason why the animal might have become extinct (disease, overhunting, habitat destruction, climatic change, etc.), and discuss how, once gone, the animals can never be brought back. **counting, identifying zero**	

resources:

General: *Wildlife Alert! The Struggle To Survive* (J), Thomas B. Allen, *Animals In Danger: Trying To Save Our Wildlife* (J), and *The Blue Whale* (J), Donna K. Grosvenor, National Geographic Society; *Endangered Animals*, study prints, Instructor Publications, Dansville, NY; *Sea Turtles*, coloring book, and *Whales*, coloring album, Center for Environmental Education (see appendix); *Little Whale* (J), Ann McGovern, Scholastic. For additional information on endangered animals, write Office of Endangered Species, Fish and Wildlife Service, U.S. Department of the Interior, Washington, DC 20240, or contact Defenders of Wildlife, National Wildlife Federation, Animal Welfare Institute, The Humane Society of the United States, World Wildlife Fund, or Center for Action on Endangered Species (see appendix for addresses).

LA: *The Wolf* (A), L. David Mech, Natural History (Doubleday); *Little Red Riding Hood*, Brothers Grimm, Scholastic.

human interference

concept : Humans have different attitudes about the killing of animals for sport or profit.

language arts	social studies	math	health/science

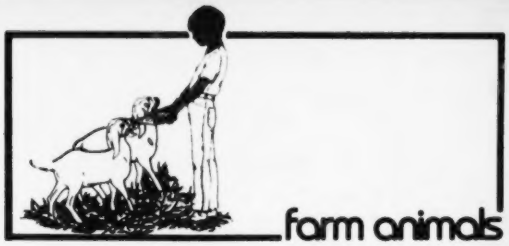
The authors found this concept generally inappropriate for teaching at this level. If you would like to adapt more advanced activities for use in your classroom, this concept is addressed in the Level B, C, and D guides.

farm animals

The American farm has changed radically during the last fifty years. Almost four billion chickens, cattle, and pigs are now processed by the livestock industry in the United States each year. Many small farms have been replaced by large meat-, milk-, and egg- producing operations. While some farm animals still have the relative freedom of a field or barn, many of the animals that provide our food products are kept indoors throughout their entire lives. This intensive confinement can prohibit the animals' exercising their natural behaviors and can cause suffering and reduced resistance to disease.

The activities that follow are designed to help students identify the ways in which humans use farm animals, understand the physical and behavioral needs of the animals, and explore the potential effects of some farming practices on the animals and on the environment.

use of farm animals



concept: Humans raise and keep farm animals to fulfill physical needs.

language arts	social studies	math	health/science
Learner Outcome: Students will identify and name various farm animals. **Teaching Strategy:** Using farm animal pictures or models, identify common farm animals for students. **Learning Activity:** Each student receives a farm animal picture or model. With assistance from teacher, students sing "Old MacDonald Had a Farm," including a verse for each animal pictured. The student with the appropriate animal stands up when it is mentioned. **vocabulary development, following directions, listening for key words**		**Learner Outcome:** Students will count products made from cow's milk. **Teaching Strategy:** Provide sample milk products for children to see and taste, emphasizing the number and variety. Discuss cows as the source of most milk products. **Learning Activity:** Students sample products and, with help from teacher, count total. Were they surprised that all of the products came from cows? As a follow-up activity, arrange a visit to a local dairy farm. **counting**	**Learner Outcome:** Students will identify various human needs fulfilled by farm animals. **Teaching Strategy:** Arrange a visit to a local farm or to the farm animal area of the community zoo. Upon return to the classroom, use farm animal pictures or models to explain to students some products derived from each animal. **Learning Activity:** During snacktime or lunch students, with help from teacher, identify what foods in their meal are derived from farm animals. Does any of their clothing come from animals? **food and clothing**

resources:

General: *Farm Animal Families*, study prints, Hayes School Publishing, Wilkinsburg, PA; *Farm Animals*, filmstrip from the series *Animals Around You*, National Geographic Society, Washington, DC; *Farm Babies and Their Mothers*, 16mm film, BFA Educational Media, Santa Monica, CA; *Born In a Barn* (J), Elizabeth and Klaus Gemming, Coward, McCann, Geoghegan; *Animals At Work* (J), Lavinia Dobler, Scholastic.

LA: *Old MacDonald Had a Farm* (J), Abner Graboff, Scholastic.

MA: *Look At a Calf* (J), Dare Wright, Random House.

human responsibilities

concept: Humans have the responsibility to provide for farm animals' physical and behavioral needs.

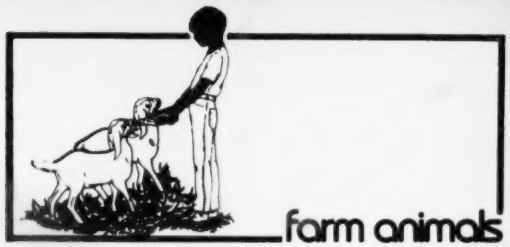
language arts	social studies	math	health/science
	Learner Outcome: Students will recognize that some animals, like humans, have mother-infant bonds. **Teaching Strategy:** Identify the sounds of various farm animals. Select four students to be four different farm animal "mothers." While "mother" students are out of the room, divide the remainder of the class into corresponding groups of baby animals. **Learning Activity:** "Mother" animals must locate corresponding baby animals in the class by identifying the baby animal sounds. Discuss why baby animals would call for their parents. families		**Learner Outcome:** Students will identify similarities between human and animal needs. **Teaching Strategy:** Draw an outline of a child and of a cow on two large pieces of paper. Place these on the wall and instruct students to bring in magazine pictures of items that humans need. **Learning Activity:** Students bring in magazine photos representing human needs and paste these around human figure. Discuss the parallel needs of the cow. Be sure to include intangible needs such as companionship or interaction and items that meet cow's needs (corn, barn, farmer, etc.) and paste around cow. living things/animals

resources:

General: *Look At a Calf* (J), and *Look At a Colt* (J), Dare Wright, Random House; *The Little Lamb* (J), Judy Dunn, Random House.

SS: *Lonesome Little Colt* (J), C.W. Anderson, Macmillan; *Animal Mothers and Babies* (J), Robert Foran, Warne; *Born In a Barn* (J), Elizabeth and Klaus Gemming, Coward, McCann, Geoghegan; *Farm Babies and Their Mothers*, 16mm film, BFA Educational Media, Santa Monica, CA.

consequences of food production practices



concept : Farm animals can suffer if their basic needs are not met.

language arts	social studies	math	health/science

The authors found this concept generally inappropriate for teaching at this level. If you would like to adapt more advanced activities for use in your classroom, this concept is addressed in the Level B, C, and D guides.

consequences of food production practices

concept: **Raising food for human use affects the natural environment.**

language arts	social studies	math	health/science

The authors found this concept generally inappropriate for teaching at this level. If you would like to adapt more advanced activities for use in your classroom, this concept is addressed in the Level C and D guides.

appendix a
humane education resource organizations

American Humane
9725 East Hampden
Denver, CO 80231

American Humane Education Society
450 Salem End Road
Framingham, MA 01701

Animal Welfare Institute
P.O. Box 3650
Washington, DC 20007

Center for Action on Endangered Species
175 West Main Street
Ayer, MA 01432

Center for Environmental Education
1925 K Street, N.W.
Washington, DC 20006

Defenders of Wildlife
1244 19th Street
Washington, DC 20036

Elsa Wild Animal Appeal
P.O. Box 4572
North Hollywood, CA 91607

The Humane Society of the United States
2100 L Street, N.W.
Washington, DC 20037

Latham Foundation
Latham Plaza Building
Clement & Shiller
Alameda, CA 94501

Massachusetts Audubon Society
Hatheway Environmental Education Institute
Lincoln, MA 01773

National Association for the Advancement of Humane Education
Norma Terris Humane Education Center
Box 362
East Haddam, CT 06423

National Wildlife Federation
1412 16th Street, N.W.
Washington, DC 20036

Pet Food Institute
1101 Connecticut Avenue, N.W.
Suite 700
Washington, DC 20036

World Wildlife Fund
1601 Connecticut Avenue, N.W.
Washington, DC 20009

periodicals

For Teachers

Humane Education
a quarterly magazine for educators
National Association for the Advancement of Humane Education
Box 362
East Haddam, CT 06423

For Students

Chickadee
(4 to 8 year olds)
Young Naturalist Foundation
59 Front Street East
Toronto, Ontario M5E 1B3
Canada

The Curious Naturalist
(8 to 12 year olds)
Massachusetts Audubon Society
Hatheway Environmental Education Institute
Lincoln, MA 01773

Kind
(8 to 12 year olds)
The Humane Society of the United States
2100 L Street, N.W.
Washington, DC 20037

Owl
(8 to 12 year olds)
Young Naturalist Foundation
59 Front Street East
Toronto, Ontario M5E 1B3
Canada

Ranger Rick
(8 to 12 year olds)
National Wildlife Federation
1412 16th Street, N.W.
Washington, DC 20036

catalogs/directories

Caring For Our Animal Friends
annotated directory of teaching materials
California Veterinary Medical Association
1024 Country Club Drive
Moraga, CA 94556

Clearinghouse For Humane Education Materials
directory of teaching and public education materials
American Humane
9725 East Hampden
Denver, CO 80231

Films For Humane Education
annotated directory of 16mm films and filmstrips
Argus Archives
228 East 49th Street
New York, NY 10017

HSUS Publications Catalog
catalog of teaching and public education materials
The Humane Society of the United States
2100 L Street, N.W.
Washington, DC 20037

appendix b
resource publishers' addresses

Abingdon Press
201 Eighth Avenue, South
Nashville, TN 37202

Adelphi Productions
Blodgett Studio
Adelphi University
Garden City, NY 11530

AIMS Instructional Media Services
626 Justin Avenue
Glendale, CA 91201

Acropolis Books
2400 17th Street, NW
Washington, DC 20009

Addison-Wesley Publishing Co., Inc.
Jacob Way
Reading, MA 01867

Ananda Publications
distributed by Book People
2940 Seventh Street
Berkeley, CA 94710

Animal Town Game Co.
P.O. Box 2002
Santa Barbara, CA 93120

Archway Paperbacks
630 Fifth Avenue
New York, NY 10020

Atheneum Publishers
122 E. 42nd Street
New York, NY 10017

Avon Books
959 Eighth Avenue
New York, NY 10019

Barr Films
P.O. Box 5667
3490 E. Foothill Boulevard
Pasadena, CA 91107

BFA Educational Media
2211 Michigan Avenue
P.O. Box 1795
Santa Monica, CA 90406

Bobbs-Merrill Co., Inc.
4300 W. 62nd Street
Indianapolis, IN 46206

Capitol Records
Hollywood and Vine Streets
Hollywood, CA 90028

Carolrhoda Books, Inc.
241 First Avenue, North
Minneapolis, MN 55401

Cavendish, Marshall, Corp.
111 W. 57th Street
New York, NY 10019

Centron Films
1621 W. Ninth Street
Lawrence, KS 66044

Chartwell House, Inc.
P.O. Box 166
Bowling Green Station
New York, NY 10004

The Child's World
1556 Weatherstone Lane
Elgin, IL 60120

Childrens Press
1224 W. Van Buren Street
Chicago, IL 60607

Churchill Films
662 N. Robertson Boulevard
Los Angeles, CA 90069

Cook, David C. Publishing Co.
850 N. Grove Avenue
Elgin, IL 60120

Coronet Films
65 E. South Water Street
Chicago, IL 60601

Coward, McCann & Geoghegan, Inc.
200 Madison Avenue
New York, NY 10016

Crowell, Thomas Y., Co.
521 Fifth Avenue
New York, NY 10017

Crown Publishers, Inc.
1 Park Avenue
New York, NY 10016

Dell Publishing Co., Inc.
1 Dag Hammarskjold Plaza
245 E. 47th Street
New York, NY 10017

Dial Press
1 Dag Hammarskjold Plaza
245 E. 47th Street
New York, NY 10017

Dodd, Mead & Co.
79 Madison Avenue
New York, NY 10016

Doubleday & Co., Inc.
501 Franklin Avenue
Garden City, NY 11530

Dutton, E.P., & Co., Inc.
2 Park Avenue
New York, NY 10016

Dynamic Teaching Materials
7525 Mission Gorge Road
Suite E
San Diego, CA 92120

Early Stages
P.O. Box 5027
Walnut Creek, CA 94596

Educational Activities
Freeport, NY 11520

Encyclopedia Britannica Educational Corp
425 N. Michigan Avenue
Chicago, IL 60611

Eye Gate Media
146-01 Archer Avenue
Jamaica, NY 11435

Farrar, Straus & Giroux, Inc.
19 Union Square, West
New York, NY 10003

Ferguson, J.G., Company
100 Park Avenue
New York, NY 10017

FilmFair Communications
10900 Ventura Boulevard
P.O. Box 1728
Studio City, CA 91604

Films, Incorporated
1144 Wilmette Avenue
Wilmette, IL 60091

Folkways Records and Service Corp.
43 W. 61st Street
New York, NY 10023

Follett Publishing Co.
1010 W. Washington Boulevard
Chicago, IL 60607

Garland STPM Press
136 Madison Avenue
New York, NY 10016

Grolier Educational Corp.
845 Third Avenue
New York, NY 10022

Grosset & Dunlap, Inc.
51 Madison Avenue
New York, NY 10010

Grove Press, Inc.
53 E. 11th Street
New York, NY 10003

Hale, E.M., & Co.
128 W. River Street
Chippewa Falls, WI 54729

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, NY 10017

Harper & Row Publishers, Inc.
Keystone Industrial Park
Scranton, PA 18512

Hastings House Publishers, Inc.
10 E. 40th Street
New York, NY 10016

Hayes School Publishing Co., Inc.
321 Pennwood Avenue
Wilkinsburg, PA 15221

Holiday House, Inc.
18 E. 53rd Street
New York, NY 10022

Holt, Rinehart & Winston, Inc.
383 Madison Avenue
New York, NY 10017

resource publishers' addresses, con't.

Houghton Mifflin Co.
Wayside Road
Burlington, MA 01803

International Film Bureau
332 S. Michigan Avenue
Chicago, IL 60604

Instructor Publications
Dansville, NY 14437

John Day Company
666 Fifth Avenue
New York, NY 10019

Learning Corporation of America
1350 Avenue of the Americas
New York, NY 10019

The Learning Works
P.O. Box 6187, Department B
Santa Barbara, CA 93111

Lippincott, J.B., Co.
521 Fifth Avenue
New York, NY 10017

Little, Brown & Co.
200 West Street
Waltham, MA 02154

Living Music Records
P.O. Box 68
Litchfield, CT 06759

Macmillan Publishing Co., Inc.
866 Third Avenue
New York, NY 10022

Marshfilm
P.O. Box 8082
Shawnee Mission, KS 66208

McGraw-Hill Book Co.
1221 Avenue of the Americas
New York, NY 10036

McKay, David, Co., Inc.
2 Park Avenue
New York, NY 10016

Messner, Julian, Inc.
distributed by Simon & Schuster
1 W. 39th Street
New York, NY 10018

Modern Talking Picture Service
1687 Elmhurst Road
Elk Grove Village, IL 60007

Morrow, William, & Co., Inc.
Wilmor Warehouse
6 Henderson Drive
West Caldwell, NJ 07006

National Film Board of Canada
16th Floor
1251 Avenue of the Americas
New York, NY 10020

National Geographic Society
17th & M Streets, NW
Washington, DC 20036

New American Library
1301 Avenue of the Americas
New York, NY 10019

Nilgiri Press
P.O. Box 477
Petaluma, CA 94952

Outdoor Biological Instructional Strategies
Lawrence Hall of Science
University of California
Berkeley, CA 94720

Parents Magazine Press
52 Vanderbilt Avenue
New York, NY 10017

Parnassus Press
4080 Halleck Street
Emeryville, CA 94608

Penquin Books, Inc.
625 Madison Avenue
New York, NY 10022

Phoenix Films, Inc.
470 Park Avenue South
New York, NY 10016

Pomfret House
P.O. Box 216
Pomfret Center, CT 06259

Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

Putnam's, G.P., Sons
390 Murray Hill Parkway
East Rutherford, NJ 07073

Pyramid Films
P.O. Box 1048
Santa Monica, CA 90406

Rand McNally & Co.
P.O. Box 7600
Chicago, IL 60680

Raintree Press
P.O. Box 11799
Chicago, IL 60611

Random House, Inc.
400 Hahn Road
Westminster, MD 21157

Reader's Digest Association
Pleasantville, NY 10570

Reiman Associates
611 E. Wells Street
Milwaukee, WI 53202

Rodale Press, Inc.
33 E. Minor Street
Emmaus, PA 18049

Sayre Publishing, Inc.
111 E. 39th Street
New York, NY 10016

Science Hobbies
2615 Central Avenue
Charlotte, NC 28205

Scholastic Book Services
906 Sylvan Avenue
Englewood Cliffs, NJ 07632

Scribner's, Charles, Sons
597 Fifth Avenue
New York, NY 10017

Simon & Schuster, Inc.
630 Fifth Avenue
New York, NY 10020

St. Martin's Press
175 Fifth Avenue
New York, NY 10010

Stackpole Books
Camerson and Keller Streets
Harrisburg, PA 17105

Stein & Day
7 E. 48th Street
New York, NY 10017

Stouffer, Marty, Productions, Inc.
P.O. Box 15057
Aspen, CO 81611

Stuart, Vincent, Publishers Ltd.
45 Lower Belgrave Street
London, England SW1

SVE
Society For Visual Education, Inc.
1345 Diversey Parkway
Chicago, IL 60614

TeleKETICS
Franciscan Communications Center
1229 S. Santee Street
Los Angeles, CA 90015

Time-Life, Inc.
Division of Time, Inc.
Time & Life Building
Rockefeller Center
New York, NY 10020

Tonsil Records
10 W. 56th Street
New York, NY 10019

Troll Associates
320 Route 17
Mahwah, NJ 07430

University of Nebraska Press
901 N. 17th Street
Lincoln, NE 68588

Viking Press, Inc.
625 Madison Avenue
New York, NY 10022

Walker & Company
720 Fifth Avenue
New York, NY 10019

Warne, Frederick, & Co., Inc.
501 Franklin Avenue
Garden City, NY 11530

Western Publishing Co., Inc.
Dept. M
1220 Mound Avenue
Racine, WI 53404

Whitman, Albert, & Company
560 W. Lake Street
Chicago, IL 60606

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A Division of The Humane Society of the United States
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people & animals

A HUMANE EDUCATION CURRICULUM GUIDE

level b

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people & animals

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developed by
The National Association for the Advancement of Humane Education
A Division of The Humane Society of the United States

Edited by Kathleen Savesky and Vanessa Malcarne

Editorial Committee:

Cynthia Clegg
John J. Dommers
Charles F. Herrmann, III
Renée Spain McIntyre

level b

project development team

Special Curriculum Consultant

David Alexander
Director, Eliot-Pearson Curriculum Resource Laboratory
Department of Child Study
Tufts University
Medford, Massachusetts

Project Development Team

Jacque Briley
Special Education Teacher
Robinson High School
Little Rock, Arkansas

Dr. Carol Browning
Director
Institute for Humanistic Studies
Ogden, Utah

Cynthia Clegg
1st Grade Teacher
Kathleen Goodwin School
Old Saybrook, Connecticut

Anita Coburn
Director of Education
The Humane Society of the United States
Washington, D.C.

Joan Smithey Dawson
4th Grade Teacher
Leeds Elementary School
Board Member
Ruffner Mountain Nature Center
Birmingham Humane Society
Birmingham, Alabama

Katherine DeGroff
Education and Development Manager
Indianapolis Humane Society
Indianapolis, Indiana

John J. Dommers
Coordinator of Multi-Media Materials Development
The Humane Society of the United States
East Haddam, Connecticut

Rose Eastes
Regional Representative
Indiana Humane Educators Association
Fort Wayne, Indiana

Judi Friedman
Children's Author, Environmentalist
Canton, Connecticut

Ivan Golakoff
Assistant Director and Director of Education
Animal Care and Education Center
Rancho Santa Fe, California

Charles F. Herrmann, III
Editor, *Kind* Magazine
The Humane Society of the United States
Washington, D.C.

Nancy Hickman
Director of Education
Texas Federation of Humane Societies
Lubbock, Texas

Frances Spivy Lipscomb
Executive Assistant
Animal Welfare Institute
Washington, D.C.

Kay Long
Regional Representative
Indiana Humane Educators Association
Columbus, Indiana

E. Robert Macklin
Teacher Coordinator
Park-School Nature Education Program
West Rock Nature Center
New Haven, Connecticut

Vanessa Malcarne
Stanford University Intern
National Association for the Advancement of Humane Education
East Haddam, Connecticut

Renée Spain McIntyre
5th Grade Teacher
Academy Elementary School
Madison, Connecticut

Mary McLendon-Simpson
Curriculum Consultant
Edmonds, Washington

Kathleen Savesky
Director
National Association for the Advancement of Humane Education
East Haddam, Connecticut

Rudolph J.H. Schafer
Energy-Environmental Education Program Director
California State Department of Education
Sacramento, California

Barbara Smith
Animal Control Academy
The Humane Society of the United States
Tuscaloosa, Alabama

Kim Sturla
Education Coordinator
Peninsula Humane Society
San Mateo, California

Gregory Topolie, D.V.M.
Special Consultant
Durham Board of Education
Oshawa, Ontario
Canada

Marilyn Traylor
Program Manager
Basic Educational Skills Research Project
ARVAC, Inc.
Hot Springs, Arkansas

Jeanne Walsh
Director of Public Information and Education
San Francisco SPCA
San Francisco, California

Barbara Westerfield
Humane Education Director
Central California SPCA
Fresno, California

Dr. G.W. Willingham
Professor
Elementary Education
Stephen F. Austin State University
Board Member
Texas Humane Information Network
Nacogdoches County Humane Society
Rapid Advancement Program Alternative School
Nacogdoches, Texas

Manuscripts prepared by:
Barbara J. Dolce
Lisa Zurlo

Resource coordination by:
Amanda E. Hardy

Content indexing by:
Jean Stewart

preface

In 1933, the National P.T.A. Congress issued the following statement in support of humane education:

"Children trained to extend justice, kindness, and mercy to animals become more just, kind, and considerate in their relations with each other. Character training along these lines will result in men and women of broader sympathies, more humane, more law-abiding—in every respect more valuable citizens.

"Humane education is teaching in the schools and colleges of the nations the principles of justice, goodwill, and humanity toward all life. The cultivation of the spirit of kindness to animals is but the starting point towards that larger humanity which includes one's fellow of every race and clime. A generation of people trained in these principles will solve their difficulties as neighbors and not as enemies."

The message of this statement speaks even more directly to the 1980's than to the decade in which it was written. Children today face the dilemma of growing up in a world that is politically and environmentally unstable–a world in which both individual and national decision-making become increasingly important to the survival of both humans and other animals. Humane education, incorporated into the curriculum of our nation's schools, can help children develop the sensitivity and understanding they will need to make sound personal and political decisions based on concern for all living creatures.

People and Animals: A Humane Education Curriculum Guide has been developed to provide the framework for integrating humane education into the traditional elementary school curriculum. In addition, it will serve as the basis for the development of teacher training courses, expanded classroom programming, and supplemental humane education teaching materials.

Publication of the guide represents fulfillment of a major objective of the National Association for the Advancement of Humane Education, The Humane Society of the United States, and the educators who contributed their time and talents to the project. More importantly, it represents a key factor in making humane education an integral part of the elementary school experience. Adaptation and implementation of the guide by school systems throughout the country will be an important step toward realizing the goals of humane education and making the world a better place for people and animals.

introduction

What Is Humane Education?

Humane education involves far more than the teaching of simple animal-related content. It is a process through which we: (1) assist children in developing compassion, a sense of justice, and a respect for all living creatures; (2) provide the knowledge and understanding necessary for children to behave according to these principles; and (3) foster a sense of responsibility on the part of children to affirm and act upon their personal beliefs.

The activities in this guide are designed to help students think critically and clarify their own feelings about various issues, as well as to provide them with factual information and understandings about animals, their place in the environment, and their relationship to humans. Where appropriate, activities also focus on the importance of individual responsibility and action, and encourage students not only to discuss how they feel, but also to act upon those feelings.

Most educators agree that a positive self concept is basic to positive attitudes toward others. Consequently, it is important that children not be made to feel guilty about their personal thoughts and opinions, but rather be encouraged to express and examine their feelings freely in a climate of trust and acceptance. In those activities that require discussion of personal values, students who do not feel comfortable in open discussions should be allowed to register their feelings privately by writing them down or keeping them in a journal.

The activities presented are curriculum-blended, integrating humane concepts with skills and content from language arts, social studies, math, and health/science. This curriculum-blended approach provides context for the teaching of humane concepts, allows for repetition, and avoids the labeling of humane education as simply "another subject" to be added to the already overcrowded curriculum. Individual educators and curriculum-writing teams are encouraged to use selected activities from the guide individually, as part of larger lessons or units, or to enhance the schools' core curricula. A form to request reprint permission can be found in the appendix for those who wish to include activities from the guide in other printed documents.

The guide is merely a starting point for humane education—creative and motivated teachers will hopefully use the conceptual outline to develop additional activities, in-depth lessons, or expanded curriculum modules to meet the needs of individual schools and classrooms.

Curriculum Guide Format

Thirty-five concepts have been identified under four major chapters: Human/Animal Relationships, Pet Animals, Wild Animals, and Farm Animals. The specific focus of each chapter is explained in greater detail on the title page of that segment. Each page within the chapters contains a concept and activities that blend the concept with skills or content from each of the four curriculum areas.

The complete humane education curriculum guide consists of four books encompassing the following levels:

Level A — Preschool and Kindergarten
Level B — Grades 1 and 2
Level C — Grades 3 and 4
Level D — Grades 5 and 6

A continuous page-numbering system is used to provide continuity throughout the guide.

Each activity has been identified with a curriculum key, printed in bold type at the bottom of the column, to call attention to the skill or content addressed in the activity. These curriculum keys have been indexed for easy reference. In addition, a content index has been provided for those teachers who wish to choose activities by topic or subject matter.

Most of the activities provided are self-contained and can be completed without the use of resource materials, or with only those resources common to most school libraries or classrooms. In those cases where specific resources are required, complete information on the appropriate organization or publisher is provided either in the "Resources" section of that page or in one of the appendixes.

In addition to the few required resources, supplemental resources have been listed to provide the teacher with added background or materials for expanding successful activities. All resources are coded for the appropriate curriculum area (LA,SS,MA,H/S). Books are also identified as either juvenile (J) or adult (A).

Often local animal welfare agencies maintain libraries that may include many of the resources listed in the guide. Teachers should contact their local agency about the availability of free-loan programs, resource speakers, or low-cost materials for the classroom.

Teacher Input

Prior to publication, *People and Animals: A Humane Education Curriculum Guide* was field tested by 350 teachers in 17 states and Ontario, Canada. Input from these teachers was invaluable in the completion of this first edition of the guide, and the editors hope that those who use the current edition will offer their comments and/or suggestions for improvements in later editions. Comments, suggestions, questions, and sample student projects may be sent to the National Association for the Advancement of Humane Education, Box 362, East Haddam, CT 06423.

level b
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human/animal relationships

Throughout history, humans have been forming relationships with other animals. Some of these relationships have been mutually beneficial, but many have served human needs or wants at the expense of the animals involved.

It is important that students recognize these relationships and how they affect both animals and humans. In addition, students who understand that they, as humans, are also animals and share many common characteristics with other members of the animal kingdom, will be more sensitive to the rights of animals and will consequently be capable of making more responsible decisions concerning their personal relationships with animals.

The activities that follow are designed to help students recognize the basic biological similarities between humans and other animals, explore the effects of human attitudes on animals, and clarify their own feelings about human/animal relationships.

similarities and differences

concept: **Humans are animals.**

language arts	social studies	math	health/science
Learner Outcome: Students will recognize words used to describe the babies of different animals and identify needs that are common to all baby animals. **Teaching Strategy:** Make a list of different animals on the board (including humans) and ask students to give the appropriate words used to describe each animal's offspring. Examples: lion–cub, goose–gosling, kangaroo–joey, deer–fawn, horse–foal, cow–calf, human–child (see resources). Then, help students generate a list of basic needs that humans have as children (e.g., food, shelter, education, protection from enemies, love). Who helps children to fill these needs (e.g., parents and other adults)? Do other baby or young animals also have these needs? Who helps the baby animals fulfill these needs? **Learning Activity:** Students compile a class booklet on the common needs of animal babies. Working individually or in small groups, students choose one of the basic needs identified and write it on the top of a piece of paper. Then, students choose one of the animals from the list on the board and draw a picture depicting an adult helping to fulfill that need for its offspring. **vocabulary development**	**Learner Outcome:** Students will recognize that many animals, including humans, are social. **Teaching Strategy:** Ask students to describe what it would be like to live like a hermit, all alone without any family or friends. Have students give reasons why they like to live as part of a group that includes family, friends, and neighbors. Discuss why some animals other than humans might want to live in groups (e.g., protection, companionship, ease in getting food, help in raising young). Supply pictures of animal groups (see resources). **Learning Activity:** Students draw pictures of animal groups and use to create class display board on animal groups. With help of teacher, students label each picture with a sentence that includes the name of an animal and the word that describes a group of that particular animal. Examples: lion–pride, bird–flock, cow–herd, goose–gaggle, human–crowd (see resources). **communities, families, social needs**	**Learner Outcome:** Students will demonstrate an understanding of *symmetry* as a characteristic of humans and other animals. **Teaching Strategy:** Explain what *symmetry* means, using students as examples. Provide students with plastic models or toy animals. Ask students to identify whether these animals are symmetrical and explain why. Note that most animals are symmetrical. Supply student with plain paper and paints. **Learning Activity:** Students create pictures by dropping paint on piece of paper, then folding paper in half with paint on the inside. Students then open paper and use resulting design to create a picture of an imaginary symmetrical animal. **symmetry**	**Learner Outcome:** Students will identify analogous parts of the body in humans and other animals. **Teaching Strategy:** Show model or picture of human body and point out various body parts, asking students to identify them. Include words from list below, and teach meanings of unfamiliar terms. ears, arms, fingers eyes, legs, toes nose, chest, head mouth, teeth, tongue hair, skin, abdomen head **Learning Activity:** Students draw outline pictures of themselves and of another animal of their choice. Then, students hang pictures side by side and use yarn to connect analogous parts of the body on the two pictures. Do some of the animals have other body parts that humans don't have (e.g., wings, antennae, tails, claws)? What are these important for? **parts of the body**

resources:

General: *More Than Just Pets* (J), Robert Caputo, Coward, McCann, Geoghegan; *A First Look At Mammals* (J), Millicent Selsam and Joyce Hunt, Scholastic; *Mammals*, 16mm film, National Geographic Society, Washington, DC; *Adult Animals and Their Young*, study prints from *Animal Life Study Prints*, SVE, Chicago, IL; *Farm Animal Families*, study prints, Hayes School Publishing, Wilkinsburg, PA.

LA: *Animal Babies* (J), Max Zoll, Hill and Wang (Farrar, Straus, Giroux); *Animal Mothers and Babies* (J), Robert Foran, Warne; *Animals As Parents* (J), Millicent Selsam, Morrow; *All Kinds Of Babies* (J), Millicent Selsam, Scholastic; *Bear Mouse* (J), Berniece Freschet, Scribner's; *The All Color Book Of Baby Animals* (J), Susan Pinkus, ed., Crescent (Crown); *When Animals Are Babies* (J), Elizabeth and Charles Schwartz, Holiday House; *Born In a Barn* (J), Elizabeth and Klaus Gemming, Coward, McCann, Geoghegan; *Animal Babies and Families*, filmstrip, Eye Gate Media, Jamaica, NY; *Animals and Their Families*, filmstrip from the series *The Life Of Animals*, National Geographic Society, Washington, DC; *I Can Read About Baby Animals*, filmstrip, Troll Read-Alongs, Troll Associates, Mahwah, NJ; *Farm Babies and Their Mothers*, 16mm film, BFA Educational Media, Santa Monica, CA; *Animal Babies Grow Up*, 16mm film, Coronet Films, Chicago, IL.

SS: *Animal Families* (J), Ann Weil, Childrens; *A Kettle Of Hawks* (J), Jim Arnosky, Coward, McCann, Geoghegan; *Wild Animals* (J), *Fishes* (J), and *Birds* (J), Brian Wildsmith, Watts (Grolier); *Animal Games* (J), Russell Freedman, Holiday House; *Lonesome Little Colt* (J), C.W. Anderson, Macmillan; *Tembo the Baby Elephant*, 16mm film, Barr Films, Pasadena, CA.

similarities and differences

human/animal relationships

concept: Animals, like humans, have certain rights.

language arts	social studies	math	health/science
Learner Outcome: Students will examine the concept of *rights* as it applies to humans and other animals. **Teaching Strategy:** Define *rights* for students and discuss what rights they have in your classroom (e.g., the right to be safe from physical abuse, to be free from fear, not to be ridiculed, the right to express themselves, the right to learn). What rights do they have at home? In the community? Why do humans have these rights? How do they feel if these rights are infringed upon (e.g., when someone bullies them, takes their place in line, pushes or shoves, makes fun of them)? Do classroom pets or their pets at home have rights? If so, what are they? Do all animals have rights? What would life be like for humans if they had no rights or if their rights were not respected? What would life be like for animals if they had no rights or if their rights were not respected? **Learning Activity:** As a class, students compose a list of rights they think all humans have and should have and another list of rights they think all animals have and should have.	**Learner Outcome:** Students will identify their responsibilities for protecting the rights of other humans/animals. **Teaching Strategy:** Explain that having rights means there are certain things others can't or shouldn't do to you (the right to be free from pain means others can't hit you). Identify who guarantees that our rights will be respected (e.g., teacher in the classroom, parent at home, police officer in community). Explain that it is also the responsibility of an individual within a group to respect the rights of others. Then, relate discussion to animals' rights. Who works to guarantee that animals' rights will be respected (humane society, humane/animal control officer, animal rights activist)? What can individuals do to protect the rights of animals (care for and protect pets, keep world clean and safe for wildlife, be kind to animals in community)? **Learning Activity:** With help from teacher, students brainstorm list of things they can do to show they respect the rights of animals. Students choose actions from list, do what the actions say, and draw pictures of themselves (or have someone photograph each child) helping or being responsible for animals. Mount on bulletin board with theme, "We Protect the Rights of Animals."		**Learner Outcome:** Students will identify similar needs and rights of humans and other animals. **Teaching Strategy:** Help students identify the basic human needs essential for physical comfort and emotional well-being (e.g., adequate food, water, shelter, clean air, companionship, freedom from pain/fear/stress). List these on board. Explain that because we need these things for a healthy life, humans say we have a *right* to them. Help students identify which of the needs are also shared by animals. Do animals also have a right to these things? Why or why not? **Learning Activity:** Students choose one of the needs from the class list and write it on a piece of paper as part of the sentence, "Human and other animals have the right to..." Then draw two pictures on page, one showing a human fulfilling the need and the other an animal fulfilling the same need.
concept development	rights, responsibility		human and animal needs

similarities and differences

human/animal relationships

concept: Animals, like humans, react physically to their environment.

language arts	social studies	math	health/science
Learner Outcome: Students will identify ways in which humans/animals express pain. **Teaching Strategy:** Read students *Gobble, Growl, Grunt* (see resources) or another book that contains animal sounds. Discuss the ways animals communicate. Ask students to make sounds that humans use to express pain. Approximate spelling of sounds and write on chalkboard. Relate that many animals may also use sounds to express pain, although they do not use words. Prepare a list of examples of animals in painful situations (e.g., I am a dog, and someone has stepped on my tail.) and read the situations aloud, assigning each to a student. **Learning Activity:** Students role play reactions of designated animals in described situations, including as part of their role play the sounds the animals might make to express pain. When activity is completed, each student draws a picture of his/her assigned animal in the situation described and labels the picture, with the help of teacher, with a phonetic approximation of the sound the animal might make to express pain. Then discuss: Are there times when humans feel pain but don't make any sound? How can an animal express pain without using sound? What should we do if we see that our pets are in pain? **understanding communication, phonics**	**Learner Outcome:** Students will recognize that traveling can be a frightening experience for a pet. **Teaching Strategy:** Prepare and display pictures of different modes of transportation. Ask each student to name a place he/she would like to travel to and what kind of transportation he/she would use to get there. Have the students describe what the trips would be like and what their reasons were for choosing particular methods of traveling. Then, ask students to imagine that they are taking the family dogs or cats along with them on their trips. Discuss how the trips might be different for the pets than for the humans. (The pets might be frightened by strange sights and smells. They would have to travel in cages in the baggage compartment. Their schedules would be upset. They might get lost away from home.) **Learning Activity:** Students describe or write what their proposed trips would be like from a pet animal's point of view. Would the trip be as much fun for the animal as for the student? Why or why not? What are the alternatives to taking a pet traveling? Where would the animal be safest and most comfortable (e.g., at home, with friends, in a kennel, on the trip)? Students share stories and discuss what they think traveling is like for a pet animal. **transportation, responsibility**		**Learner Outcome:** Students will recognize that animals react physically to their environment. **Teaching Strategy:** Discuss what it means to react physically to things that occur or exist in your environment (e.g., sweat in response to heat, feel pain in response to injury, shiver in response to cold, cry in response to a sad situation). Select different environmental conditions/situations involving animals (e.g., heat–cat walking on hot pavement, dog sitting in a hot car, hippopotamus on a hot day, person touching a hot stove, fish in hot water), and write these on pieces of paper. **Learning Activity:** Students take turns selecting a situation, having teacher read it aloud, and role playing possible reactions of human or other designated animal to described environmental situation. When all situations are completed, discuss reactions: Are the reactions of humans similar to those of other animals? Do you think animals feel heat, cold, pain, etc. the same way humans do? Why or why not? Note: Although humans and other animals can feel the same stimuli, their bodily reactions may differ (e.g., humans sweat in response to heat; dogs pant). **senses**

continued on next page

resources:

LA: *Gobble, Growl, Grunt* (J), Peter Spier, Doubleday; *What Is Your Dog Saying?* (J), Michael W. Fox and Wende Delvin Gates, Coward, McCann, Geoghegan; *What Do the Animals Say?* (J), Grace Skaar, Scholastic; *How Animals Communicate* (J), Anabel Dean, Messner; *The Wounded Wolf* (J), Jean Craighead George, Harper & Row; *Moods and Emotions*, study prints, The Child's World, Elgin, IL; *Moods and Emotions*, study prints, David C. Cook Publishing, Elgin, IL.

similarities and differences

human/animal relationships

concept: Some animals, like humans, have and display emotions.

language arts	social studies	math	health/science
Learner Outcome: Students will recognize that humans/animals communicate with one another. **Teaching Strategy:** Discuss need for communication. Include questions such as: Does all communication involve speech? In what ways do humans/animals communicate without speech? Have students develop list of words that describe human/animal communication (e.g., shriek, howl, growl, purr, sing, bark, smile, frown, shrug, nod). Then ask students to sit in circle, choose one student at a time, and have him/her "send" a message to the group using any form of human/animal communication except spoken or written human language. **Learning Activity:** Students take turns "sending" messages and guessing what is being communicated by other students. **understanding communication, vocabulary development**	**Learner Outcome:** Students will recognize that some human/animal emotions can be expressed without speech. **Teaching Strategy:** Lead discussion about some basic emotions. Include happiness, fear, aggression, contentment. Are these emotions universal in humans/animals? How can we tell? **Learning Activity:** Students cut out pictures of humans/animals from various sources. Then classify them according to feelings. Glue pictures on large sheets of paper labeled "happy," "sad," "angry," etc. Mount posters on bulletin board to create "Animal Emotions" display. **emotions**		**Learner Outcome:** Students will identify animal body language that may mean danger. **Teaching Strategy:** Show pictures illustrating animal body language and signals. Lead discussion about ways animals react when threatened (see resources). **Learning Activity:** Students view pictures, identify body language, and talk about precautions to take to avoid injury. What situations may frighten or upset animals so that they feel threatened? **safety**

resources:

General: *How Animals Communicate* (J), Anabel Dean, Messner; *What Is Your Dog Saying?* (J), Michael W. Fox and Wende Delvin Gates, Coward, McCann, Geoghegan; *A Horse and a Hound, A Goat and a Gander* (J), Alice and Martin Provensen, Atheneum.

LA: *Gobble, Growl, Grunt* (J), Peter Spier, Doubleday; *What Do Animals Say?* (J), Grace Skaar, Scholastic.

SS: *Lonesome Little Colt* (J), C.W. Anderson, Macmillan; *Push Kitty* (J), Jan Wahl, Harper & Row; *Moods and Emotions*, study prints, The Child's World, Elgin, IL; *Moods and Emotions*, study prints, David C. Cook Publishing, Elgin, IL.

H/S: *The Biting Book* (J), Judi Friedman, Prentice-Hall; *Understanding Your Dog* (A), Michael W. Fox, Coward, McCann, Geoghegan; *Animals Can Bite*, 16mm film, Pyramid Films, Santa Monica, CA; *Playing It Safe With Animals*, filmstrip, Marshfilm, Shawnee Mission, KS.

human attitudes

human/animal relationships

concept: Humans' different attitudes toward animals sometimes affect the way humans treat the animals.

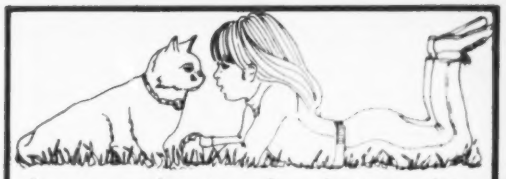
language arts	social studies	math	health/science
Learner Outcome: By examining the adjectives they use to describe animals, students will identify their feelings about the animals. **Teaching Strategy:** Provide students with a series of pictures of animals, including pets, wildlife, farm animals, and animals that are often feared or disliked (e.g., spider, snake, bat, wolf). Define *adjectives*. Show pictures of animals, one at a time, and ask students to brainstorm descriptive words (adjectives) that describe each animal. List these under animal's name on board. After all animals in pictures have been described, compare adjectives used for different animals. Ask: What do some of these words tell you about your feelings for the animals (e.g., slimy for snake, ferocious or mean for wolf, scary or icky for spider)? Are your feelings for some animals different than those for others? Are all the words you've used to describe the animals true or fair? **Learning Activity:** Students each choose an animal from the lesson and draw a picture of it. Then label the picture with the animal's name and at least one adjective that suggests a positive attitude about the animal (e.g., loyal dog, helpful snake, pretty spider). **adjectives**	**Learner Outcome:** Students will explore their emotional reactions to animals, and whether these reactions are appropriate. **Teaching Strategy:** Write *love*, *hate*, and *fear* on the board. Generate discussion as to what each means. Have students provide examples of inanimate objects or activities that they love, hate, or fear. Discuss the effects of their emotions on their reactions to these objects or activities. (I love toy trains, so I play with them whenever I can; I hate helping with the dishes, so I try to sneak away from the table as soon as I finish dinner.) Then ask students to list animals that they love, hate, or fear. Why do they feel this way? What effects might their feelings have on their treatment of the animals? For those animals listed under hate or fear, are these feelings appropriate? Did the animal *intentionally* do something to make them dislike it? **Learning Activity:** Students choose animals in the fear or hate list and give one reason why some humans may have that animal on their love list. **emotions, appreciating individual differences**	**Learner Outcome:** By examining a tally of their favorite animals, students will recognize that they each have different opinions about the animals. **Teaching Strategy:** Help students compile a short list of familiar animals including pets, farm animals, and wildlife. Put names of animals on board. Ask students to copy the name of the animal they like the most. Then, copy names of the animal they like second best and third best. When students have finished, go down the list on the board and, as a class, count the number of students who listed each animal as their favorite, second favorite, and third favorite. Make a chart on the chalkboard, listing the numerical results of the class tally next to each animal's name. Point out the differences in choices. **Learning Activity:** Students draw pictures of their favorite animals and label the pictures with a sentence describing why they chose the animals as favorites. Use the pictures and class tally to create a bulletin board entitled "Our Favorite Animals." **counting**	

resources:

LA: *Basic Science Series Study Prints* (Group 1 and Group 2), *Animal Life Study Prints*, and *Animals Of Land and Sea Study Prints*, SVE, Chicago, IL; *Farm Animal Families*, study prints, and *Familiar Animals We Should Know*, study prints, Hayes School Publishing, Wilkinsburg, PA; *All About Pets*, study prints, Instructor Publications, Dansville, NY.

SS: *Coyote Cry* (J), Byrd Baylor, Lothrop, Lee, Shepard (Morrow); *Where the Wild Things Are* (J), Maurice Sendak, Harper & Row; *Fiona's Bee* (J), Beverly Keller, Coward, McCann, Geoghegan; *Do Toads Give You Warts? Strange Myths Explained* (J), Edward Ricciuti, Walker; *Animal Fact & Animal Fable* (J), Seymour Simon, Crown; *What's Wrong With Being a Skunk?* (J), and *Lucky Porcupine!* (J), Miriam Schlein,Four Winds (Scholastic); *Fact and Fancy In American Wildlife* (J), Manuel Milan and William Keane, Houghton Mifflin; *The Baffling Bat*, *The Roguish Rat*, and *The Frightful Fly*, filmstrips from the series *Curious Creatures*, Pomfret House, Pomfret Center, CT.

human attitudes



human/animal relationships

concept: Humans use other animals for a variety of purposes.

language arts	social studies	math	health/science
Learner Outcome: Students will use writing skills to express an understanding of how humans use animals. **Teaching Strategy:** Elicit discussion from students about how they use animals and what animals mean to them. Which animals do they have as friends (pets)? Which wild amimals do they like to look at in the wild or in zoos? Which animals do they see on television or in the movies? Which animals do they use for food and clothing? Write the names of animals discussed on the board. **Learning Activity:** Students choose one of the animals discussed, draw a picture of it, and write or dictate a sentence about the animal, explaining what it does for humans or how humans use it. Has using the animal for this purpose helped it or hurt it in any way?	**Learner Outcome:** After surveying friends and family members, students will recognize that humans use other animals for a variety of purposes. **Teaching Strategy:** Help students identify various ways in which humans use other animals (food, clothing, companionship, entertainment). Prepare a simple ditto questionnaire to record an individual's contact with animals during one day. Sample questions: Did you play with or take care of a pet? Are you wearing clothes made from animals? Did you eat an animal product? Did you see an animal on television? Explain questions to students and ask them each to survey two friends or relatives. **Learning Activity:** Students take questionnaires home, ask questions of friends or family members, and record yes/no answers. Then compile results in class. What was the most common way in which animals were used? Were you surprised that animals play such an important role in human's lives? How does each way we use animals affect the animals?	**Learner Outcome:** Students will construct simple looms and complete weaving projects to demonstrate how humans use sheep's wool to make clothing. **Teaching Strategy:** Explain to students that many of the things humans use every day come from animals (food, clothing, etc.). Show students picture of sheep and ask them if they know what kind of clothing material humans get from sheep. Share sample of woolen scarf, sweater, mittens, cap, etc. What purpose does sheep's wool serve for the sheep? Share a film or book (see resources) that identifies sheep as source of wool and explains how wool is spun into yarn. Provide wool yarn, rulers, scissors, 6-inch squares of heavy cardboard, and instructions for wool weaving activity (below). **Learning Activity:** With help from teacher, students prepare simple looms as follows: Measure, mark off, and cut ½-inch slits at ½-inch intervals along top and bottom edges of cardboard pieces to create 12 tabs on each edge. On both top and bottom, number the tabs beginning with "1" on left and numbering across to "12" on the right. Measure and cut 6-foot piece of yarn. Tie one end of yarn around tab 1 on the top of cardboard, draw down to wrap around tab 2 on the bottom, take back up to wrap around tab 3 on the top, back to tab 4 on the bottom, and so on across to the end, tying the yarn off around tab 12. (If done correctly, yarn strands will all be drawn across same side of cardboard.) Once loom is pre-	**Learner Outcome:** Students will recognize that humans use chickens to provide eggs for human consumption. **Teaching Strategy:** Explain to students that many of the things humans use every day come from animals (food, clothing, etc.). Ask students if they have eaten eggs recently and elicit discussion about where eggs come from. Why do chickens lay eggs? What other bird eggs have you seen? Arrange a trip to a chicken farm or share a film or book (see resources) that identifies chickens as the source of eggs. Provide eggs (or bring them back from field trip) to cook in classroom. Provide appropriate equipment for cooking and eating eggs. **Learning Activity:** With assistance from teacher, students prepare and cook eggs in a variety of ways. Then, draw pictures of a chicken, an egg, and one of the dishes they've prepared, and dictate captions for each. If you used other ingredients in the egg dishes you prepared (milk, butter, margarine, salt, pepper, etc.) what was the source of each of these ingredients?

language arts	social studies	math	health/science
		pared, students weave strands of yarn back and forth across loom. When weavings are complete, post on bulletin board with picture of sheep and wool clothing or products. Discuss how modern weaving is done on large machinery to provide humans with cloth for clothing and other products.	
writing sentences	**surveying**	**measurement**	**sources of food**

resources:

General: *Animals At Work* (J), Lavinia Dobler, Scholastic; *Cindy: A Hearing Ear Dog* (J), Patricia Curtis, Dutton; *Look At a Calf* (J), Dare Wright, Random House; *The Life Cycle Of the Honeybee* (J), Paula Z. Hogan, Raintree; *Zora the Guide Dog*, filmstrip, Educational Activities, Freeport, NY.

MA: *Pelle's New Suit* (J), Elsa Beskow, Scholastic; *Sheep, Shearing, and Spinning: A Story Of Wool*, 16mm film, International Film Bureau, Chicago, IL; *Charlie Needs a Cloak* (J), Tomie DePaola, Prentice-Hall.

H/S: *Meat, Fish, and Poultry*, filmstrip from the series *Our Foods and Where They Come From*, National Geographic Society, Washington, DC; *Chick, Chick, Chick*, 16mm film, Churchill Films, Los Angeles, CA; *Eggs To Market*, 16mm film, BFA Educational Media, Santa Monica, CA.

human attitudes

human/animal relationships

concept: Domestication is a process humans have used to make animals that were once wild suitable for human use.

language arts	social studies	math	health/science
Learner Outcome: Students will demonstrate an understanding of the words *wild*, *tame*, and *domestic* as they apply to animals. **Teaching Strategy:** Discuss with students the meanings of the words *wild*, *tame*, and *domestic* (see resources). Provide examples of animals appropriate to each label (e.g., robin or rabbit in meadow–wild; lion in circus or monkey on television–tame; dog or cow–domestic). Prepare a bulletin board with the three headings: Wild, Tame, Domestic. **Learning Activity:** Students each collect and/or draw a picture of one of the animals mentioned above and write a simple sentence or story about the animal to go with the picture. Display under appropriate headings on bulletin board. **vocabulary development, writing sentences**	**Learner Outcome:** Students will identify and distinguish between wild and domestic animals that live in their community. *This activity follows LA.* **Teaching Strategy:** Plan a walking field trip through the neighborhood. Prepare a checklist of various wild and domestic animals. Include some common local animals that the students probably won't see (e.g., snakes, raccoons, moles). **Learning Activity:** Using the checklist students take a walking field trip through their neighborhood and record the wild and domestic animals observed. When they return to class, students discuss the animals and identify which were wild and which were domestic. Which were harder to find, the wild animals or the domestic animals? Why do you think this was so? **communities**	**Learner Outcome:** Students will use more than/less than to interpret bar graphs displaying numbers of wild and domestic animals in their community. *This activity follows SS.* **Teaching Strategy:** Explain more than/less than and how to graph collected data. Write *wild* and *domestic* on board. **Learning Activity:** Students prepare individual bar graphs displaying numbers of each animal observed in SS activity. Students then list animals from individual graphs under the two headings on board. Tally animals in each list to determine which group has more than/less than. **more than/less than**	**Learner Outcome:** Students will recognize that domestic animals were once wild. **Teaching Strategy:** Challenge the students to identify three domestic animals and their wild counterparts (e.g., pig–wild boar; duck–wild duck; dog–wolf; goat–mountain goat). Discuss why humans keep each of the domestic animals and how they might have been domesticated. **Learning Activity:** Students each draw a picture of a domestic animal and its wild counterpart. Use pictures to make a class booklet. **comparing wild and domestic animals**

resources:

LA: Definitions: *domestic animal*– an animal that has been tamed over a long period of time so that it can live with or be used by humans, and the effects of the taming process appear in its offspring; *tame animal*–an animal taken from a natural or wild state by a human and made gentle or obedient; *wild animal*–an animal living and growing naturally, not controlled by humans.

SS: *Animals In Your Neighborhood* (J), Seymour Simon, Walker; *A Crack In the Pavement*, 16mm film, FilmFair Communications, Studio City, CA; *The City Park*, filmstrip from the series *Places Where Plants and Animals Live*, National Geographic Society, Washington, DC.

human attitudes

Human/animal relationships

concept: **Humans sometimes choose alternatives to the use of animals or animal products.**

language arts	social studies	math	health/science
Learner Outcome: Students will demonstrate an understanding of what it means to choose from among alternatives. **Teaching Strategy:** Define the word *alternatives* for students in terms of "choices." Explain that anytime we select or choose something, the items or actions we choose from are called alternatives. Relate examples of common choices students might make (e.g., what flavor ice cream to buy, what to ask for for your birthday, what book to check out from library, whom to invite to a birthday party, what to do after school). Explain that some choices affect only us (what flavor of ice cream to buy) and some affect others as well (whom to invite to a birthday party). Discuss the importance of thinking about alternatives and possible effects before making a choice. Provide students with a series of situations in which a choice must be made between several alternatives. Example: It's your job to feed your pet cat after school, but your friends want you to come over to play with a new game. You can (1) go home and feed the cat and tell your friends you can't make it; (2) go play with your friends and let the cat wait until later for his dinner; (3) ask your sister to feed the cat for you; (4) go feed the cat and go to your friends' later. **Learning Activity:** Students make choices between alternatives and explain why they decided as they did and what effects their decision might have on other people/animals.	**Learner Outcome:** Students will identify products, other than food, that are made from animals and note possible alternatives to the use of these products. **Teaching Strategy:** Help students to brainstorm a list of products, other than food, that are made from or contain either domestic or wild animals or animal products. Your list might include such things as: leather, sheepskin, or wool clothing; fur coats or items; ivory or tortoise shell trinkets or jewelry; natural sponges; scrimshaw; down-filled products; alligator or lizard-skin items; some perfumes and cosmetics; glue; bone meal and some fertilizers; etc. Provide examples where possible. Identify the animal sources of each product and distinguish between those items that may be obtained from a living animal (wool, manure for fertilizers) and those that require that the animal be killed (fur, leather, ivory, etc.). Explain that some humans choose not to use products that are made from animals. Help students identify alternatives to each of the products listed (e.g., cotton, linen, synthetics instead of leather, fur, or other animal-skin clothing; plastic, mineral, or metal jewelry instead of ivory, tortoise shell, or scrimshaw; etc.). Discuss: Why might some humans want to choose alternatives to animal products (cost, availability, allergies, ethical reasons)? **Learning Activity:** Using sample products, pictures cut from magazines, and/or drawings, students create a display of animal products and alternatives.		**Learner Outcome:** Students will recognize and identify a variety of foods that do not come from animals. **Teaching Strategy:** Show students a variety of pictures of foods that are not made from animals or do not contain animal products. Include fruits, vegetables, legumes, grains, and nuts, as well as familiar processed foods made from these (e.g., peanut butter, potato chips, cereal). Help students identify each picture and write the name of the food on the chalkboard. Discuss what foods have in common (all come from plants, not animals), and provide sample of some of the less familiar foods for students to taste. Explain that some humans choose not to eat meat and/or other animal products. Their diets are comprised mainly of plant foods. Discuss: Why might some humans want to choose alternatives to meat and/or other animal products (cost, taste preferences, allergies, other health reasons, ethical or religious reasons)? **Learning Activity:** Students each choose a food item from those discussed, draw a picture of it, and label it with the appropriate name and adjectives that describe how it looks, feels, or tastes. Use pictures to make bulletin board display or class booklet entitled, "Plant Foods."

continued on next page

language arts	social studies	math	health/science
critical thinking, vocabulary development	consumerism		sources of food

resources:

SS: *Pelle's New Suit* (J), Elsa Beskow, Scholastic; *Charlie Needs a Cloak* (J), Tomie DePaola, Scholastic.

H/S: *Much Ado About Aldo* (J), Johanna Hurwitz, Morrow; *Food–Early Choices*, multi-media kit, National Dairy Council, Rosemont, IL 60018; *The Vegetarian Alternative* (A), Vic Sussman, Rodale; *Laurel's Kitchen* (A), Laurel Robertson, Nilgiri; *Diet For a Small Planet* (A), Frances Moore Lappé, Ballantine (Random House).

animal welfare

human/animal relationships

concept: Laws exist to govern the keeping of some animals.

language arts	social studies	math	health/science
Learner Outcome: Students will use dramatization to demonstrate an understanding of how license laws help pets. **Teaching Strategy:** Ask students to relate stories about times they were lost or couldn't find their parents in a store, at a park, etc. How did they feel? What did they do? Shift discussion to problems faced by lost pets. Can pets tell humans where they live or ask for help? Explain role of license tag in identifying lost pet. Set up several situations in which pets are lost and/or injured and found by an animal control officer. **Learning Activity:** Students role play pets, owners, and officer in each situation, first with the pet wearing a license and then with the pet wearing no identification. Discuss how individuals felt in each situation. dramatization, verbalizing ideas	**Learner Outcome:** Students will demonstrate an understanding of the role of an animal control or humane officer in enforcing animal regulations. **Teaching Strategy:** Invite an animal control or humane officer to visit your class or arrange a field trip to an animal shelter to speak to the officer there. Ask the speaker to discuss the laws that relate to animals in your community (leash laws, anti-cruelty laws, etc.) and his/her work enforcing them. Before visit, help students prepare a list of questions to ask the speaker (e.g., How do the laws help the animals? How do they help humans? What kinds of animals do you work with? What is the hardest part of your job? What can citizens do to make your job easier?). **Learning Activity:** Students listen to speaker and ask prepared questions. After visit, students draw pictures of the officer at work. Then send these pictures with a class thank-you note to the officer. careers, law enforcement		

resources:

LA: *Patches*, two-part filmstrip series, National Association for the Advancement of Humane Education (see appendix); "Accidents Don't Have To Happen" and "A Lost Dog's Ticket Home," posters from The Humane Society of the United States (see appendix).

SS: *Canine Control Officer*, filmstrip from the series *Working With Animals*, Troll Associates, Mahwah, NJ.

animal welfare

human/animal relationships

concept: Laws exist to protect some animals.

language arts	social studies	math	health/science
Learner Outcome: By protecting something during the school day, students will demonstrate an understanding of the concept of *protection*.	**Learner Outcome:** Students will identify those people in the community who enforce laws that protect animals.		**Learner Outcome:** Students will identify hazards in their community that threaten the welfare of animals and will determine ways to protect animals from those hazards.
Teaching Strategy: At the beginning of the day, give each student a hard-boiled egg. Provide markers and instruct students to draw a picture of an animal on the shell. Explain that protecting their "pet" eggs means keeping them from harm. Discuss what dangers might threaten this "pet." Discuss that although the easiest thing is to hide your egg in a safe place, this is often impractical with a real pet. Therefore, require that "egg pets" be kept with students all day.	**Teaching Strategy:** Show pictures of community people who enforce protective laws (policeman, dog warden, ranger, conservation officer). Discuss ways that they work to protect humans and animals. Describe some possible situations where an animal is in danger (e.g., someone is beating an animal, someone is shooting wildlife and it's not hunting season, someone has left their pet in a hot car or other life-threatening situation, someone is stealing someone else's pet).		**Teaching Strategy:** Using a flannel board and prepared flannel pieces, display cutout of dog and/or cat (see resources). Elicit discussion about what things the dog/cat must be protected from in a community (other animals, cars, dangerous litter, severe weather conditions, humans that would hurt or mistreat it, getting lost). For each hazard identified, place an appropriate flannel symbol next to the animal.
Learning Activity: Students protect their eggs from harm for one full school day. At the end of the day, students discuss problems they had protecting their "pets" and what happened to the "pets" that weren't protected. Then, students discuss feelings that resulted from having successfully protected their "pets" all day.	**Learning Activity:** Students choose the community person that should be contacted in each described situation and discuss why he/she would be the best person to contact.		**Learning Activity:** Students suggest ways the dog/cat can be protected from these dangers. As each dangerous situation is resolved, students remove symbols representing dangerous situations and replace with symbols representing the solutions to the situations. As a class, make a list of the things that are important to an animal's safety, and conclude with a discussion of how community rules (laws) protect animals from these dangerous situations.
concept development, verbalizing ideas	**community helpers**		**pets, safety**

resources:

SS: Many local animal welfare groups, animal control agencies, conservation agencies, and law enforcement programs conduct educational activities and may be willing to send an officer to your class as a guest speaker.

H/S: *Sharing Sam*, pet care flannel board kit, National Association for the Advancement of Humane Education (see appendix); *How To Raise a Puppy and Live Happily Ever After*, 16mm film, AIMS Instructional Media, Glendale, CA, or Latham Foundation (see appendix); *Harry the Dirty Dog* (J), Gene Zion, Harper & Row; *Angus Lost* (J), Marjorie Flack, Doubleday.

animal welfare

human/animal relationships

concept: Humans have formed organizations to protect and control some animals.

language arts	social studies	math	health/science
Learner Outcome: Students will practice group cooperation in an endangered species spelling game. **Teaching Strategy:** Discuss the word *endangered*. Read or provide books about endangered animals (see resources). Select 3 or 4 animals from books and list on board. Explain that many humans are working together, combining their special talents, to help save the animals. Cut 3x5-inch cards in half. Spell out the names of each animal, putting one letter on each card. Mix letters and pass out at random. Explain to students that by working together they will be able to spell the name of an animal that needs to be "saved." (In the case of duplicate letters, children will have to decide which animal they want to "save.") **Learning Activity:** On signal from teacher, students work together to form groups, each with appropriate letters to spell the name of one animal. Then, each group tells the class two reasons why they would like their group's animal saved. **spelling**	**Learner Outcome:** Students will identify the advantages of group cooperation over individual effort for accomplishing an assigned task. **Teaching Strategy:** Tell students that you've decided to rearrange the classroom to make it more comfortable for everyone and to allow everyone to sit by someone new. Assign the students the task of rearranging the classroom (or a different project requiring cooperation). When task is complete, ask them to discuss: Was it quicker and less work when everyone helped move desks or when one person tried to do the job by himself/herself? Were there some parts of the job that couldn't be done by only one person but that several people working together accomplished (e.g., moving the teacher's desk)? If everyone helped, what things had to be agreed upon first (e.g., final goal, plan of action, division of responsibilities)? Explain that community organizations are formed to accomplish goals (or jobs) that can't be done or are done less effectively by individuals working alone. **Learning Activity:** With help from teacher, students cooperatively identify their final goal (what they wanted to accomplish), their plan of action (what had to be done and in what order), and the necessary division of responsibilities (who did what). Then students discuss the benefits of organizing and working cooperatively. What are some other things they could do better as a group? **cooperation, peer relationships**		**Learner Outcome:** Students will understand the role of some animal welfare and animal control organizations in providing for the needs of pets that have no owners. **Teaching Strategy:** Use flannel board, toy animal, filmstrip, or other audio-visual aid to review basic pet needs with students (see resources). Discuss who generally provides for a pet's needs. What about pets whose owners no longer want them, or pets that have no owners? Explain that animal shelters provide for the needs of pets that have no owners. Most animal shelters are operated by animal welfare groups (private) or animal control agencies (public). **Learning Activity:** With help from teacher, students write letters to an animal shelter in their area, thanking the people who operate the facility for providing for the needs of animals that have no owners and asking how individuals can help make the organization's work easier. Use responses to make a class list: "What We Can Do to Help Homeless Animals." **pets**

continued on next page

resources:

General: Many local animal welfare groups and animal control agencies have educational programming and materials available for use in schools. Contact the agencies in your area for assistance or write The Humane Society of the United States or other national agencies listed in the appendix for information on the work of animal welfare and control organizations.

LA: *Endangered Animals*, study prints, Instructor Publications, Dansville, NY; "Endangered Species Lists," World Wildlife Fund (see appendix); *Wildlife Alert! The Struggle To Survive* (J), Thomas B. Allen, and *Animals In Danger: Trying To Save Our Wildlife* (J), National Geographic Society; *Sea Turtles*, coloring book, and *Whales*, coloring album, Center for Environmental Education (see appendix). For additional information on endangered animals, write Office of Endangered Species, Fish and Wildlife Service, U.S. Department of the Interior, Washington, DC 20240, or contact Defenders of Wildlife, National Wildlife Federation, Animal Welfare Institute, The Humane Society of the United States, or Center for Action on Endangered Species (see appendix for addresses).

H/S: *Sharing Sam*, pet care flannel board kit, National Association for the Advancement of Humane Education (see appendix); *How To Raise a Puppy and Live Happily Ever After*, 16mm film, AIMS Instructional Media, Glendale, CA, or Latham Foundation (see appendix); *Patches*, two-part filmstrip series, National Association for the Advancement of Humane Education (see appendix); *Listen To Your Kitten Purr* (J), Lilo Hess, Scribner's.

animal welfare

human/animal relationships

concept: Humans have the responsibility to provide proper care for animals kept in public or private facilities.

language arts	social studies	math	health/science
Learner Outcome: Students will create stories that demonstrate an understanding of the concept of *responsibility* as it applies to care of animals. **Teaching Strategy:** Define the word *responsibility* for students. Relate definition to students' experience with questions such as: What things are you responsible for? What do you do as part of this responsibility? What happens if you don't do these things? Ask students to speculate as to the responsibilities involved in caring for animals at a zoo, animal shelter, pet store, etc. Begin stories for children, such as: "One morning, the zoo keeper forgot to come to work. The animals..." Or, "The pet store owner overslept and didn't arrive at her store until late in the day. The animals...". **Learning Activity:** Students finish stories telling what might happen if people who care for animals aren't responsible. Then make up new stories about how animals should be cared for. Assemble stories in a class book to be read again later. vocabulary development, storytelling	**Learner Outcome:** Students will identify the careers associated with facilities that house animals. **Teaching Strategy:** Show selected filmstrips from *Working With Animals* series (see resources). Help students identify facilities in which animals are kept (animal shelter, zoo, kennel, laboratory, pet store, riding stable). Discuss the work that is done in each facility, focusing on the careers that involve animal care. **Learning Activity:** Students role play animal-related careers associated with each facility identified. Then choose one career and draw a picture of someone actively involved in that type of work. careers		**Learner Outcome:** Students will identify the kinds of animals kept in common animal facilities and why the animals are there. **Teaching Strategy:** Help students identify facilities in which animals are kept in their community (animal shelter, zoo, kennel, laboratory, pet store, riding stable). Discuss the function of each facility and why animals might be kept there. Arrange a visit to one of the facilities to observe the animals and learn about what the organization or agency does. **Learning Activity:** Upon return to the classroom, students each choose one animal they saw on field trip and draw a picture of the animal living in the facility. Then discuss: If the animals seen were pets, how is their life in the facility like/unlike the life of a pet in a family home? If the animals seen were wild animals, how is their life in the facility like/unlike their life in the wild? animal homes

resources:

General: *Be Nice To Spiders* (J), Margaret Graham, Harper & Row; *Zoos Without Cages* (J), Judith E. Rinard, National Geographic Society.

LA: *A Rabbit For Easter* (J), Carol Carrick, Greenwillow (Morrow); *The Red Hen*, 16mm film, Barr Films, Pasadena, CA.

SS: *Working With Animals*, filmstrip series, Troll Associates, Mahwah, NJ; *Careers: Working With Animals* (A), Guy Hodge, Acropolis, available from The Humane Society of the United States (see appendix).

H/S: *Look At Zoos*, 16mm film, *Farm Animals and Zoo Animals*, filmstrips from the series *Animals Around You*, National Geographic Society, Washington, DC; *Farm Babies and Their Mothers*, 16mm film, BFA Educational Media, Santa Monica, CA; *Patches*, two-part filmstrip series, National Association for the Advancement of Humane Education (see appendix).

animal-related careers

concept: Careers exist that involve working with and for animals.

language arts	social studies	math	health/science
Learner Outcome: Students will use letter-writing skills to demonstrate an understanding of the work done by animal-care personnel. *This activity follows SS.*	**Learner Outcome:** Students will identify the type of work involved in an animal-care career.		**Learner Outcome:** Students will recognize the similarities between doctors for animals and doctors for people.
Teaching Strategy: Demonstrate how to write a simple thank-you letter and leave sample printed on board. Help students review information presented by SS speaker.	**Teaching Strategy:** Invite a worker from a zoo, animal shelter, or veterinarian's office to speak to the class about his/her job. Help students prepare a list of questions to ask speaker.		**Teaching Strategy:** Generate discussion of children's experiences in visiting a doctor's office or hospital. What kinds of things does the doctor do? What do the nurses do? Ask if any children have taken their pets to an animal doctor. Discuss similarities of human/animal doctors and the nurses or technical support staff who assist them. Discuss added difficulty for veterinarians because patients can't say how they feel. Provide toy pets, stethoscopes, toy thermometers, bandages, and other appropriate "props" for students to role play veterinarians.
Learning Activity: Students write (or dictate to teacher) thank-you letters to speaker and decorate letters with drawings of how they think speaker might look doing his/her job.	**Learning Activity:** Students ask speaker prepared set of questions. Be sure to focus on how the person's work helps animals. After speaker leaves, students each give one reason why they think it would be fun to do the work that the speaker does.		**Learning Activity:** Students role play people and animals in a veterinarian's office. Then each student states a reason why a veterinarian is a special friend of pets.
writing letters	careers		health

resources:

General: *Working With Animals*, filmstrip series, Troll Associates, Mahwah, NJ; *Careers: Working With Animals* (A), Guy Hodge, Acropolis, available from The Humane Society of the United States (see appendix).

H/S: *A Day In the Life Of a Veterinarian* (J), William Jaspersohn, Little, Brown; *Veterinarian, Doctor For Your Pet* (J), Arline Strong, Atheneum; *The Veterinarian Serves the Community*, 16mm film, FilmFair Communications, Studio City, CA; *I Know an Animal Doctor* (J), Chika A. Iritani, Putnam's; *Our Friend the Veterinarian*, 16mm film, Latham Foundation (see appendix).

pet animals

In today's society, being a responsible pet owner means more than providing food and shelter for your dog or cat. It means making a well-informed choice in pet selection, safeguarding your pet against dangers, spending the time–as well as the money–required to keep your pet healthy and happy, and making a commitment to the animal for its lifetime, not merely for the time you find it appealing or practical. It also means accepting your responsibilities to the community–to keep your pet from becoming a nuisance and to neuter it to prevent unwanted offspring.

These requirements appear logical enough, yet millions of animals are put to death in animal shelters each year and millions more die on the streets and highways, all because of pet owners who don't understand, or don't care, about their responsibilities to their pets.

The activities that follow are designed to help students explore the special relationships that exist between pets and humans, identify the specific elements of responsible pet ownership, and understand the consequences that irresponsible pet ownership can have for both the animals and the community.

pethood

concept : Humans raise and keep pet animals to fulfill emotional needs.

language arts	social studies	math	health/science
Learner Outcome: Students will interpret the human/animal relationship in a story about a child and a pet. **Teaching Strategy:** Choose a storybook about a child and a pet (see resources). Read the story to students and elicit discussion about how the child in the story about his/her pet. **Learning Activity:** Students create a puppet play dramatizing the relationship of the child and pet in the book (see resources). **listening for main idea, application of new concepts, dramatization**	**Learner Outcome:** Students will recognize that the loss of a pet is a sad experience for many people. **Teaching Strategy:** Share with students a book or film about the death of a pet (see resources). Elicit discussion about students' feelings during film or book and personal feelings about death of a pet. **Learning Activity:** Students draw pictures depicting the scene they most remembered from the film or story. Then, one at a time, students show picture to rest of class and explain why they chose to draw that particular scene. **guidance/dealing with death**	**Learner Outcome:** By counting and classifying the pets kept by classmates, students will illustrate that a variety of animals are kept as companions. **Teaching Strategy:** List the following categories on the board: horses and ponies dogs cats birds fish small mammals Have each student who owns a pet list his or her pet's name (Bingo, Fluffy, Sam, etc.) under the appropriate category. **Learning Activity:** Students count the number of pets in each category and make graphs showing the data presented. What kind of animal is most often kept as a pet? What kind is least often kept as a pet? What are possible explanations for these trends? **counting, classification, graphs**	**Learner Outcome:** Students will identify the characteristics of various pet animals that make them desirable family companions. **Teaching Strategy:** List the following common pets on the board: dog, cat, bird, rabbit, mouse, hamster, gerbil, guinea pig, fish. Ask students to suggest characteristics they like about each animal (e.g., soft, gentle, small, large, playful, quiet, fun, interesting to watch, loyal), and write the words on the board next to the animals' names. **Learning Activity:** Students make drawings of each pet, listing on the drawing those characteristics that make the pet a good companion animal. Display on class bulletin board. **pets**

resources:

LA: *Puppets For Dreaming and Scheming* (A), Judy Sims, Early Stages; *Friend Dog* (J), Arnold Adoff, Lippincott; *The Foundling* (J) and *Lost In the Storm* (J), Carol Carrick, Houghton Mifflin; *A Rabbit For Easter* (J), Carol Carrick, Greenwillow (Morrow); *Somebody's Dog* (J), Miska Miles, Little, Brown; The *Billy and Blaze* books (J), C.W. Anderson, Macmillan; *Ponies Of Mykilleng*i (J), Lonzo Anderson, Scribner's; *My Dog, Your Dog* (J), Joseph Low, Macmillan; *My Cat Pearl* (J), Dona Turner, Crowell.

SS: *The Tenth Good Thing About Barney* (J), Judith Viorst, Atheneum; *The Accident* (J), Carol Carrick, Houghton Mifflin; *When Violet Died* (J), Mildred Kantrowitz, Parents; *The Black Dog Who Went Into the Woods* (J), Edith Thacher Hurd, Harper & Row; *My Turtle Died Today*, 16mm film, BFA Educational Media, Santa Monica, CA; *Petey* (J), Tobi Tobias, Putnam's; *The Old Dog* (J), Sarah Abbott, Coward, McCann, Geoghegan; *About Dying* (J), Sara B. Stein, Walker.

H/S: *Some Of Us Walk, Some Fly, Some Swim* (J), Michael Frith, Random House; *All About Pets*, study prints, Instructor Publications, Dansville, NY.

pethood

concept: Some pet animals once met or now meet human needs other than emotional fulfillment.

language arts	social studies	math	health/science
Learner Outcome: Students will identify characters, events, and main ideas in a story, film, or filmstrip about the life and work of guide dogs. **Teaching Strategy:** Ask students if they have friends, relatives, or acquaintances who are blind or deaf. Explain that because our world is largely designed for people who can see and hear, blind and deaf people sometimes need help performing certain activities. Read book or show film or filmstrip about "seeing-eye" or "hearing-ear" dogs (see resources). Elicit discussion about the story. Who were the main characters? How did the dogs and their owners communicate with each other? In what ways did the dogs help their owners? How did the owners care for their dogs? Have the class divide up into pairs, with one child in each pair assuming the role of a "seeing-eye dog" and one child its owner. Blindfold the owners. **Learning Activity:** With supervision from teacher, "seeing-eye dogs" lead owners by hand through classroom, taking care that owners do not bump into objects or take wrong turns. Remind students that dogs cannot talk like humans do and must communicate to owners in other ways. Have pairs switch roles. Discuss methods of communication between owners and "seeing-eye dogs" and whether these were similar to the ways real guide dogs and owners communicate. **listening for main idea, communication**	**Learner Outcome:** Students will recognize that animals serve as partners or companions to some community helpers. **Teaching Strategy:** Invite an officer from the canine division of your local police force (or an officer from the mounted patrol if applicable) to speak to your class about his/her dog (or horse) and the work done by the animal. **Learning Activity:** Students question officer about animal's life on and off the job. Then, students draw pictures of animal at work. Discuss: How is this animal's life like/unlike the life of a family pet? **community helpers**		**Learner Outcome:** Students will establish rules that recognize the special needs of a classroom pet. *This activity is suggested for use in classrooms that keep classroom pets.* **Teaching Strategy:** Write words describing needs of a classroom pet on board including: food fresh water clean cage safe handling proper temperature weekend/holiday care quiet privacy exercise health care Explain each to students. **Learning Activity:** With teacher directing activity and recording rules on board, students construct list of rules for care and treatment of classroom pet, reflecting needs identified by teacher. Note: Attempt to phrase each rule as a positive, rather than negative, statement. Example, "Hold the gerbil gently," rather than "Don't squeeze the gerbil." **pets**

continued on next page

resources:

LA: *Cindy: A Hearing Ear Dog* (J), Patricia Curtis, Dutton; *Zora the Guide Dog*, filmstrip, Educational Activities, Freeport, NY.

SS: *City Horse* (J), Jack and Patricia Demuth, Dodd, Mead.

H/S: *All About Pets*, study prints, Instructor Publications, Dansville, NY; *A Rabbit For Easter* (J), Carol Carrick, Greenwillow (Morrow); "The Classroom Pet: Delight or Disaster," pamphlet, "Living With Animals At School," chapter from *Living With Animals* (J), and "Tyrone's Terrible Task," story from *The Best Of Animalia* (J), all available from American Humane Education Society (see appendix).

pethood

concept: The factors considered in pet selection can affect the welfare of the animal selected.

language arts	social studies	math	health/science
Learner Outcome: Students will identify the main ideas of a film or book that deals with selecting a pet.	**Learner Outcome:** Students will recognize that family members may have differing views on the selection of a pet.	**Learner Outcome:** Students will apply size relationships and greater than/less than concepts to determine space requirements for pets.	**Learner Outcome:** Students will identify the sounds made by different pet animals and wil' understand how these sounds can affect the choice of a pet.
Teaching Strategy: Show the film *The Family Chooses a Pet* or read books such as those in the *Clifford, the Big Red Dog* series to the class (see resources). Elicit discussion about the main points made in the story.	**Teaching Strategy:** Using an example such as a food, color, or television show, ask children how many like or dislike the example. Suggest that family members often have differing opinions, too.	**Teaching Strategy:** Define *big* and *little*, *large* and *small*, and *more than* and *less than*. Explain that larger animals need more space to live and exercise than do small animals. Provide pictures of pets.	**Teaching Strategy:** Play a record or tape recording of pet sounds. (If a recording is not available, help students identify and mimic sounds — see resources.) Identify which animal makes each sound.
Learning Activity: Based on information in film or story, students make list of the factors to consider before choosing a pet.	**Learning Activity:** Students interview family members as to which kind of pet each would most like to have. Share findings with class. Did everyone in the same family agree? If not, how should a family decide which kind of pet to get?	**Learning Activity:** Students arrange pictures by size of the animals from smallest to largest and identify which animals need the most living space and which need the least.	**Learning Activity:** Students choose a pet and make a list of times when the noise the animal makes could be a problem to its owner (e.g., birds chirping early in the morning, dogs barking when owner is gone).
listening for main idea	**families, making decisions**	**more than/less than, big/little, large/small**	**sounds of animals**

resources:

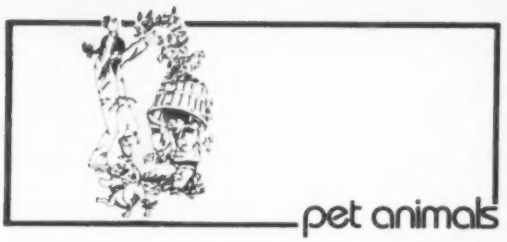
General: Factors that may affect the animal's welfare include available space and time; family members' likes, dislikes, and allergies; the economic situation; neighbors' feelings; legal restrictions; and available health care.

LA: *The Family Chooses a Pet*, 16mm film, Latham Foundation (see appendix); *Clifford, the Big Red Dog* (J), Norman Bridwell, Scholastic; *An Animal For Alan* (J), Edward R. Ricciuti, Harper & Row.

MA: *All About Pets*, study prints, Instructor Publications, Dansville, NY; *Some Of Us Walk, Some Fly, Some Swim* (J), Michael Frith, Random House.

H/S: *Gobble, Growl, Grunt* (J), Peter Spier, Doubleday.

pethood



concept: Not all animals make good pets.

language arts	social studies	math	health/science
Learner Outcome: Students will define the word *home* and will relate why homes appropriate for some animals are not suited to the needs of others. **Teaching Strategy:** Read students *An Animal For Alan* or another story about a child who wants or tries to keep a wild animal as a pet (see resources). After completion, identify the natural home(s) of the animal(s) presented, and explain why it (they) does not belong in a human home. Help class develop a general definition for the word *home*. **Learning Activity:** Students discuss why the definition they established for the word *home* is expressed differently for various animals, including humans. Then students create absurd situations involving animals that live in homes not suited to their needs (e.g., an elephant in a mouse house, a dolphin in a bathtub). Students draw and label pictures of the situations. As a class, discuss why the situations presented are inappropriate and why it is important for wild animals to live in their natural homes. **vocabulary development, listening for main idea**	**Learner Outcome:** Students will identify why some animals kept as pets do not make good neighbors. **Teaching Strategy:** Discuss the qualities essential to being a good neighbor in a human community. Relate these to the qualities an animal must have to be a good pet neighbor (well mannered, housebroken, under its owner's control, quiet, friendly). Make a list of these qualities and write it on the board. Provide a list of native and foreign wild animals familiar to students (e.g., elephant, giraffe, tiger, wolf, snake, coyote). **Learning Activity:** Students compare wild animals to the list of good neighbor characteristics to determine whether any of the animals would make good neighbors in a human community. Discuss what it would be like to live in a community where people kept such animals as pets. What kinds of animals can make good neighbors? **citizenship**		**Learner Outcome:** Students will identify the natural homes of various animals. **Teaching Strategy:** Supply pictures of various kinds of animals including wild animals, farm animals, pets, and humans. Prepare display board divided into representations of different animal homes, including farm, forest, meadow, desert, jungle, water, and house. Show pictures of animals one at a time to class. **Learning Activity:** Students determine which home environment each pictured animal belongs in and place picture on appropriate display area. Which animals live in the same home environment as humans? What would happen if some of the wild animals lived in the human environment? Would this be good for the humans? For the animals? Why? **animal homes**

resources:

LA: *An Animal For Alan* (J), Edward R. Ricciuti, Harper & Row; *Animals Should Definitely Not Wear Clothing* (J), Judith Barrett, Atheneum; *Robbie's Friend George* (J), Shirley Potter Estes, Carolrhoda; *Joel and the Wild Goose* (J), Helga Sandburg, Dial; *A Mouse To Be Free* (J), Joyce W. Warren, Camelot (Avon); *Bony* (J), Frances Zwiefel, Harper & Row; *The Best Of Friends* (J), Josephine Haskell Aldridge, Parnassus.

SS: *The Sea Monkey* (J), Geraldine Kaye, World; *My Friend Mac* (J), Mary McNeer and Lynd Ward, Houghton Mifflin.

H/S: *Basic Science Series Study Prints* (Group 1 and Group 2), *Animal Life Study Prints*, and *Animals Of Land and Sea Study Prints*, SVE, Chicago, IL; *Familiar Animals We Should Know*, study prints, *Familiar Birds We Should Know*, study prints, and *Farm Animal Families*, study prints, Hayes School Publishing, Wilkinsburg, PA; *All About Pets*, study prints, Instructor Publications, Dansville, NY; *Animal Homes* (J), Sally Cartwright, Coward, McCann, Geoghegan; *Places Where Plants and Animals Live*, filmstrip series, National Geographic Society, Washington, DC; *Where Should a Squirrel Live?*, 16mm film, Barr Films, Pasadena, CA.

pet needs

pet animals

concept: **Pets depend on responsible owners to fulfill their needs.**

language arts	social studies	math	health/science
Learner Outcome: Students will demonstrate an understanding of the concept of *dependency* as it relates to pets. **Teaching Strategy:** Define *dependency* and illustrate with examples from students' experiences. Example: Whom do you depend on for food? For clothing? For protection? For love? For instruction? Whom do pets depend on? **Learning Activity:** Students draw pictures of some of the things pets depend on people for and dictate or write captions to explain their pictures. **vocabulary development**	**Learner Outcome:** Students will recognize that most pets, like other family members, need affection. **Teaching Strategy:** Define *affection* and illustrate with examples of affection within a family. List potential family members on board (mother, father, sister, brother, grandparent) and ask students to relate how they show affection within their family. Then add pet to the list and have students give examples of how they show affection for pets. Are the ways they show affection similar? **Learning Activity:** Students cut pictures from magazines of people being affectionate to pets and to each other and use these to make a collage illustrating affection. **families, human relationships**	**Learner Outcome:** Students will apply *more than/less than* concepts to the food needs of pets. **Teaching Strategy:** Provide list of pairs of large and small animals. Identify animals and discuss what types of food each eats. **Learning Activity:** Students fill in more than/less than symbols as they relate to food intake. Example: horse > bird fish < cat St. Bernard > beagle Who provides these animals with the food they need? **more than/less than**	**Learner Outcome:** Students will recognize that some pet needs are similar to human needs. **Teaching Strategy:** Ask students to relate morning activities before coming to school (e.g., waking up, eating breakfast, washing, combing hair, getting dressed). Identify needs represented by each activity, and whether pets share these needs for sleep, food, grooming, etc. Provide students with pictures representing human needs and pet needs (e.g., doctor–veterinarian; human food–pet food; comb–dog brush; bed–dog bed; person showing affection to child–person showing affection to pet). **Learning Activity:** Students match pictures of similar human needs and pet needs. Then draw pictures of themselves helping to meet the needs of pets. **living things/animals, pets**

resources:

General: Pet care literature is available from most local humane organizations and animal control departments as well as from a number of organizations listed in the appendix. *Patches*, two-part filmstrip series, National Association for the Advancement of Humane Education (see appendix); *The Family Chooses a Pet*, 16mm film, Latham Foundation (see appendix); *Benjy's Dog House* (J), Margaret Graham, Scholastic; *Friend Dog* (J), Arnold Adoff, Lippincott.

LA: *Listen To Your Kitten Purr* (J), Lilo Hess, Scribner's.

H/S: *All About Pets*, study prints, Instructor Publications, Dansville, NY; *Sharing Sam*, pet care flannel board kit, National Association for the Advancement of Humane Education (see appendix).

pet needs

pet animals

concept: Pet animals need to be trained and controlled to live safely in the human world.

language arts	social studies	math	health/science
Learner Outcome: Using dramatization, students will identify a pet owner's responsibility for his/her pet's actions. **Teaching Strategy:** Ask students to share examples of times they or their friends, brothers, or sisters got in trouble when it really wasn't their fault, because they didn't know any better. How did they feel? Relate this to pets who are blamed for knocking over trash, digging in gardens, wetting on neighbor's bushes, jumping up on people, etc. Can the animals understand *why* these things are wrong? Who is responsible for a pet's actions? How can you prevent your pet from doing things it shouldn't? Be sure to explain that good training is accomplished through verbal commands and corrections, *not* hitting. **Learning Activity:** Students relate and dramatize situations from their neighborhoods where a pet has caused or is causing problems for its owner, itself, or neighbors. Class discusses how a responsible pet owner could prevent each situation. **dramatization, role play**	**Learner Outcome:** Students will describe the training and behavior necessary for a pet to be a good neighbor. **Teaching Strategy:** Discuss what it means to be a good neighbor (e.g., helping others, respecting others' rights and property, not disturbng others). Help students compile a list of ways in which pets are good/bad neighbors. Who is responsible for a pet's actions, the pet or the owner? **Learning Activity:** Students create a "Good Pet Neighbor" award, listing qualifications for the owner and the pet, and designing a certificate. Students explain what a pet owner would have to do with or for his/her pet(s) in order to qualify for the award. Then students select individuals in their neighborhoods who are "Good Pet Neighbors" and present the awards to these individuals and their pets. **citizenship**	**Learner Outcome:** Students will use word equations to express the results of proper and improper pet training and control. *This activity follows SS.* **Teaching Strategy:** Review the meanings of *plus*, *minus*, and *equals*. Prepare a worksheet with cause and effect situations showing the outcome of pet training and control. Leave one element of each equation blank. Make list of answers to choose from. Examples: dog + *(leash)* = safe dog dog – *(leash)* = car accident cat + *(garbage)* = sick cat canary + open window = *(lost bird)* cat + no scratching post = *(torn furniture)* dog + housetraining = *(clean floors)* **Learning Activity:** Students complete worksheet by filling in appropriate answers. **mathematical symbols**	**Learner Outcome:** Students will identify common items and situations in their homes or neighborhoods that may be dangerous for humans/pets. **Teaching Strategy:** Help students identify and list household items and situations in the neighborhood that may be dangerous for them (e.g., poisonous cleaning products, matches, candles, electrical equipment, scissors, junk piles/yards, streets, construction sites). Ask which ones would also be potentially dangerous for pets. How would training and control of pets help keep them safe from these hazards? **Learning Activity:** Students draw or collect pictures and labels to represent situations and items on their list and make bulletin board display with theme, "Keep Your Pets Safe — Train Them, Control Them." **safety**

resources:

General: *My Dog, Your Dog* (J), Joseph Low, Macmillan; *Some Swell Pup* (J), Maurice Sendak and Matthew Margolis, Farrar, Straus, Giroux; *Good Dog, Bad Dog* (A), Mordecai Siegal and Matthew Margolis, New American Library.

SS: *My Dog the Teacher*, 16mm film, The Humane Society of the United States (see appendix).

H/S: *Harry the Dirty Dog* (J), Gene Zion, Harper & Row; *Benjy's Dog House* (J), Margaret Graham, Scholastic; *Safety*, study prints, David C. Cook Publishing, Elgin, IL.

consequences of human irresponsibility

concept: When a pet owner is irresponsible, the pet's health or life may be in danger.

pet animals

language arts	social studies	math	health/science
Learner Outcome: Students will complete and dramatize stories to demonstrate an understanding of the consequences of irresponsible pet ownership. **Teaching Strategy:** Generate discussion about the problems a pet might encounter if it were running loose, out of the control of its owner. What problems might it cause for humans it meets? For other animals? What things might be dangerous to the pet itself? Supply hand puppets of a dog or cat. Read story starter line, "Yesterday, when my owner let me run outside without my leash...". **Learning Activity:** With direction from the teacher, students use hand puppets to dramatize possible endings for the story starter situation, placing special emphasis on the pet's feelings about its experience. Allow students to practice and devise different endings. **dramatization**	**Learner Outcome:** Students will recognize why proper identification is necessary for pets. **Teaching Strategy:** Discuss what personal information would be important to a person if he/she were lost and trying to get home (full name, address, telephone number). Ask each student to recite his/her full name, address, and telephone number. Then ask each student to imagine that he/she is someone's pet, lost and far away from home. How could the pet tell people its name, address, and the telephone number of its owner? Discuss why it is important for all pet animals to wear an identification tag and license at all times. Why is it equally important for cats as well as dogs to wear identification? **Learning Activity:** Students use construction paper or self-hardening clay to create identification badges for themselves and for real or imaginary pet animals, listing all important information. **responsibility**		

resources:

General: *Perils Of Priscilla*, 16mm film, Churchill Films, Los Angeles, CA; *A Home Is Belonging To Someone*, filmstrip, Boulder County Humane Society, 2323 55th Street, Boulder, CO 80301.

LA: *Puppets For Dreaming and Scheming* (A), Judy Sims, Early Stages; *Angus Lost* (J), Marjorie Flack, Doubleday; *Harry the Dirty Dog* (J), Gene Zion, Harper & Row; *Somebody's Dog* (J), Miska Miles, Little, Brown; *Listen To Your Kitten Purr* (J), Lilo Hess, Scribner's; *A Rabbit For Easter* (J), Carol Carrick, Greenwillow (Morrow).

consequences of human irresponsibility

concept: When a pet owner is irresponsible, the pet may cause problems in the human and natural environments.

pet animals

language arts	social studies	math	health/science
Learner Outcome: By using adjectives to describe emotional reactions to various situations, students will demonstrate an understanding of the effects irresponsible pet ownership can have on humans. **Teaching Strategy:** Present situations that might occur as the result of pet owner responsibility or irresponsibility. Examples: 1. You return home to find your pet safely confined in your house or back yard. 2. A pet runs across the street in front of the family car. 3. A pet chases you on your way to school. 4. Your pet learns to walk on a leash and obey basic commands. **Learning Activity:** Students use adjectives to describe the possible feelings of all those involved in the situations, including the animal. **vocabulary development, adjectives**	**Learner Outcome:** Students will identify responsible and irresponsible actions of pet owners within a community. **Teaching Strategy:** Supply to each student a mixed list of responsible and irresponsible actions of pet owners. Be sure to include the following: Responsible 1. keeping pets confined to leash or yard 2. vaccinating and licensing pets 3. training pets 4. cleaning up after pets Irresponsible 1. letting pets run at large 2. failing to license pets 3. allowing pets to bark or howl continually or create a public nuisance 4. allowing pets to defecate or urinate on public property **Learning Activity:** Students circle each responsible action, then select any action from the list and describe why this action would or would not make the pet owner a good neighbor. **citizenship, responsibility**		**Learner Outcome:** Students will recognize the potential dangers to humans when pets are allowed to run at large. **Teaching Strategy:** Using any of the following examples, discuss the potential dangers to humans. 1. approaching a free-roaming dog 2. abruptly braking a car to avoid hitting loose animal 3. encountering trash strewn by loose animal Note: Try to instill respect rather than fear for the animal when dealing with potential bite situations. **Learning Activity:** Students discuss potential hazards of each situation and how the situation might be prevented. **safety**

resources:

General: *The Accident* (J), Carol Carrick, Houghton Mifflin; *Harry the Dirty Dog* (J), Gene Zion, Harper & Row; *Benjy's Dog House* (J), Margaret Graham, Scholastic.

H/S: *Animals Can Bite*, 16mm film, Pyramid Films, Santa Monica, CA.

consequences of human irresponsibility

concept: Excessive breeding of dogs and cats causes pet overpopulation problems.

pet animals

language arts	social studies	math	health/science
Learner Outcome: Students will identify the characters, sequence of events, and main idea in a story about the problems of homeless pets. **Teaching Strategy:** Explain to students that because more puppies and kittens are born than there are homes available, many are left alone without homes and must fend for themselves. Read a book or show a filmstrip about a homeless pet to the class (see resources) and elicit discussion about the story. What is the story about? Who are the main characters? What happens to them? **Learning Activity:** Students draw pictures illustrating scenes from the story and, with help from teacher, write captions describing the scenes illustrated. Display pictures with the book in the school library for other students to share.	**Learner Outcome:** Students will demonstrate an understanding of the role of the animal shelter in dealing with the community's excess animals. **Teaching Strategy:** Arrange for a tour of a nearby animal shelter or request that a humane society or animal shelter worker visit your class. Prepare students for field trip or speaker by discussing role of an animal shelter and helping students prepare questions to be asked. Be sure to include: Where do the animals in the shelter come from? Why were they brought to the shelter? What will happen to them if they aren't adopted? Why is this better than other alternatives? How many animals does the shelter receive? How many does it place? What can people do to help solve the problems of the animal shelter? **Learning Activity:** Students tour facility and/or listen to speaker and ask prepared set of questions. After questioning the speaker, students prepare a list of what pet owners can do to help solve the problem of too many unwanted animals.	**Learner Outcome:** Students will recognize the increase in pet population that may result from the reproduction of one unspayed dog. **Teaching Strategy:** Ask students to share stories of stray animals they have seen. Suggest that although some of these animals have wandered away from their homes, others have no homes and no one to care for them. Explain that far more animals are born each year than homes are available. Suggest spaying/neutering pets as a possible solution. When pets are not spayed/neutered, they produce generations of surplus offspring. Provide beads, beans, marbles, or buttons for demonstration. Tell story of an unspayed dog who has a litter of 4 puppies on her first birthday (2 males, 2 females). The following year, she has 4 more puppies, and each of her two daughters has 4 puppies (half males, half females). Continue the story for 3 years, announcing as you proceed the total number of offspring born each year: 4 the first year, 12 the second (4 from the mother, 8 from the two daughters), and 44 the third year (4 from the mother, 24 from the six daughters, and 16 from the four granddaughters). **Learning Activity:** As teacher completes the first year of the story, students count out the number of puppies born that year and put that many beads in a box or container. Then add puppies born second year and third year. Finally, count number of beads in box to determine number of animals produced by one unspayed female in three years (61). Discuss the unlikelihood of finding homes for all of these puppies. What happens to pets that have no homes?	**Learner Outcome:** Students will include *controlling an animal's breeding* on a list of elements of responsible pet care. **Teaching Strategy:** Provide students with books, pamphlets, or films on pet care. Elicit discussion about those things which humans must provide for their pets. List these on board. Explain to students that many pets are allowed to be born with no new owners available to provide for their needs. Add "spay" and "neuter" to your list. Explain that these are operations pets can have so that they can't have babies for which there are no homes. **Learning Activity:** Students copy list from board, writing each need on a separate piece of paper. Then, students make drawings to illustrate needs and combine pages to make their own pet care booklets.

continued on next page

language arts	social studies	math	health/science
listening for main idea, writing sentences	community agencies, citizenship	counting, introduction to multiplication	pets

resources:

General: Literature on the pet overpopulation problem is available from most local animal shelters and animal welfare agencies as well as from The Humane Society of the United States (see appendix).

LA: *Wild Dogs Three* (J), Michael W. Fox, Coward, McCann, Geoghegan; *Listen To Your Kitten Purr* (J), Lilo Hess, Scribner's; *Nobody's Cat* (J), Miska Miles, Little, Brown; *The Cat That Overcame* (J), Helen LaPenta, Scholastic; *A Home Is Belonging To Someone*, filmstrip, Boulder County Humane Society, 2323 55th Street, Boulder, CO 80301.

H/S: *How To Raise a Puppy and Live Happily Ever After*, 16mm film, AIMS Instructional Media, Glendale, CA, or Latham Foundation (see appendix); *Patches*, two-part filmstrip series, National Association for the Advancement of Humane Education (see appendix).

consequences of human irresponsibility

concept: Abandoned pets are the products of irresponsible owners.

pet animals

language arts	social studies	math	health/science
Learner Outcome: Students will create a story to express their understanding of the life of an abandoned pet. **Teaching Strategy:** Elicit discussion from students about a toy or object which they once had but in which they are no longer interested. What did they do with it? Did they throw it away? Explain that some humans who no longer want their pets throw them away by leaving them along the side of the road or in the woods. This is called *abandoning* the animal. Discuss: Is a pet the same as a toy? Why or why not? Can a pet care for itself when it has been abandoned? What will eventually happen to it of it doesn't find humans to care for it? What are the alternatives to abandoning a pet (keeping it, finding it another home, taking it to the animal shelter)? Start a chain story: "One day, Princess the cat was left by the side of the road because her owners didn't want her anymore...". **Learning Activity:** Students take turns adding to the chain story by describing realistic experiences that the abandoned cat might have. storytelling	**Learner Outcome:** Students will recognize the responsible and irresponsible alternatives for care of a pet during vacations. **Teaching Strategy:** Elicit discussions about students' vacations, including where they have gone, how they traveled, and preparations they made for the trip. Explain that pets are family members that must often be left behind during vacations. Show film *The Perils of Priscilla* (see resources). Identify reasons why the arrangements Priscilla's owners made for her care were inadequate. Help students make a list of responsible alternatives for housing pets during vacations (kennels, with friends, at home with sitter, taking the pet along if proper facilities are available). **Learning Activity:** Students draw pictures of happy pets whose responsible owners have chosen a safe alternative for housing them during the family vacation. responsibility		**Learner Outcome:** Students will identify those needs that make pets dependent on humans. **Teaching Strategy:** Use a flannel board (see resources), toy animal, or other visual aid to explain basic pet needs to students. Use samples or felt cutouts of representative items (food and water dishes, collar, leash, toy, bed or house, tag). Allow students to "dress" toy or felt pet with appropriate items during discussion. Then discuss what would happen if humans weren't there to provide for pet needs. **Learning Activity:** Students each choose one pet need from those identified, make a poster depicting a human meeting the need for a pet, and label the poster, "Pets Depend On Humans For...". pets

resources:

LA: *The Cat That Overcame* (J), Helen LaPenta, Scholastic; *Nobody's Cat* (J), Miska Miles, Little, Brown; *Listen To Your Kitten Purr* (J), Lilo Hess, Scribner's; *A Home Is Belonging To Someone*, filmstrip, Boulder County Humane Society, 2323 55th Street, Boulder, CO 80301.

SS: *The Perils Of Priscilla*, 16mm film, Churchill Films, Los Angeles, CA; "Touring With Towser," booklet, Gaines Dog Research Center, 250 North Street, White Plains, NY 10625.

H/S: *Sharing Sam*, pet care flannel board kit, National Association for the Advancement of Humane Education (see appendix); *A Dog's Best Friend*, filmstrip from the series *Patches*, National Association for the Advancement of Humane Education (see appendix).

wild animals

Out of sight and out of mind, wild animals are of little or no concern to many humans. Often unaware of the detrimental effects of their actions on the environment, humans shape and alter the world to fit their own needs. As a result, they interfere with the balance of nature essential to a healthy environment. Some humans have more direct contact and involvement with wild animals, but view them only in terms of the profits or recreation they provide. Both the unintentional and the direct activities can have the same result–tremendous problems for the wild animals that share the earth.

The activities in this section are designed to help students understand the interconnection and interdependency of all living things, identify the problems caused by human interference in the natural environment, and recognize their responsibility for maintaining a healthy environment for both humans and animals.

nature's interdependence

concept: Humans share the earth with other animals.

language arts	social studies	math	health/science
Learner Outcome: Students will use appropriate adjectives to describe wild animals and their habitats. **Teaching Strategy:** Mark off four columns on a chalkboard and label them *animal name*, *adjective*, *habitat*, and *adjective*. Ask students to brainstorm a list of wild animals and write the animal names in the first column. **Learning Activity:** Students take turns supplying an appropriate word for the three columns after each animal's name. The first word should be an adjective that describes the animal in a neutral or positive way. The second word names the animal's habitat. The last word is an adjective describing the habitat. Examples: bat, small, cave, dark; frog, slippery, swamp, muddy; lizard, fast, desert, hot. Then students choose one animal and write a sentence about it using the words provided. **adjectives, writing sentences**	**Learner Outcome:** Students will identify ways to protect animal habitats in their community. *This activity follows H/S.* **Teaching Strategy:** Review places where animals were found in community during H/S field trip. Ask students to describe the locations. What could happen in or to those areas that might disturb the animals' homes (e.g., littering park; polluting ponds; cutting down trees or bushes; mowing or building in vacant lot; vandalism to nests, holes, or webs)? Make a class list of actions students could take to protect areas or make sure animals continue to live there (e.g., cleaning litter, putting up bird feeders, allowing weeds to grow, making signs such as "Keep Off The Grass," "Don't Litter," or "Caution: Turtle Crossing"). What could they do to attract more wildlife to share their community? If possible, have students select one of the actions identified and do it as a class project. **Learning Activity:** Students create award certificates, on behalf of the animals, that can be presented to anyone who protects or helps improve the animals' habitat in the community. Each award should contain the name of an animal, a brief description of its habitat, and one way it can be protected or improved. **citizenship**		**Learner Outcome:** Students will identify animal habitats within their community. **Teaching Strategy:** Plan a walking field trip around your school that includes as many animal habitats as possible (e.g., fields, sand lots, parks, streams, wooded areas, ponds). Before trip, show the film *A Crack In the Pavement* or the filmstrip *Animals Near Your Home* (see resources). Discuss different places where students see animals regularly. Define the purpose of the field trip: To observe and list different animals living in the community. Caution students not to try to catch or disturb the animals. Assist students by focusing attention on areas such as the eves of buildings, under rocks or logs, behind drain pipes, the underside of leaves, the cracks of sidewalks or playgrounds. **Learning Activity:** Students look for and identify different animals during the field trip. Teacher records the kinds of animals observed and the places where they were found. Upon return to classroom, students review and discuss the list of animals and any unusual places that animals were observed. Students take photographs during field trip or draw pictures of animals sighted and use to make class booklet entitled, "Animals That Share Our Community." **animal homes**

resources:

General: *Some Of Us Walk, Some Fly, Some Swim* (J), Michael Frith, Random House; *Kingdom Of the Animals*, filmstrip, *Places Where Plants and Animals Live*, filmstrip series, and *Mammals*, 16mm film, National Geographic Society, Washington, DC; *Animal Architects*, 16mm film, BFA Educational Media, Santa Monica, CA.

H/S & SS: *What We Find When We Look Under Rocks* (J), Frances Behnke, McGraw-Hill; *Fly High, Fly Low* (J), Don Freeman, Viking; *Animals In Your Neighborhood* (J), Seymour Simon, Walker; *True Book Of Animals Of a Small Pond* (J), Pheobe Ericson, Childrens; *Ecology For City Kids* (A), Erica Fielder and Carolyn Shaffer, San Francisco Ecology Center, 13 Columbus Avenue, San Francisco, CA 94111; *A Teachers' Guide: Ten-Minute Field Trips Using the School Grounds For Environmental Studies* (A), Helen Ross Russell, Ferguson; "Invite Wildlife To Your Backyard," pamphlet, National Wildlife Federation (see appendix), *A Crack In the Pavement*, 16mm film, FilmFair Communications, Studio City, CA; *Animals Near Your Home*, filmstrip from the series *Animals Around You*, National Geographic Society, Washington, DC.

nature's interdependence

concept: In nature all things, living and non-living, are connected.

language arts	social studies	math	health/science
	Learner Outcome: Students will recognize that all animals in a community depend upon other animals or plants for sustenance. **Teaching Strategy:** Provide yarn and animal name signs. Assign each of twelve students the following roles: 1 sun 5 plants 3 herbivores—field mice 2 carnivores—foxes 1 omnivore—bear Use strands of yarn to attach each player to every other player who represents something that his/her animal might eat or derive energy from (i.e. sun to the plants, plants to the mice, mice to the foxes, bears to mice and plants). Explain connections and what plants/animals draw from each other in model natural community. (Remember that plants derive nutrients from animal waste and decaying plant/animal matter so the animals are "food sources" for the plants as well as vice versa.) **Learning Activity:** Pose question: What would happen if any one element in the food web disappeared? Students not involved in web cut the yarn to represent the loss or disappearance of one plant or animal in the web. All plants or animals that depend on that item for food or population control must then be cut. Continue until all have been affected, illustrating the connection of all facets of nature. How are human communities interconnected? **cooperation**	**Learner Outcome:** Students will count and estimate in a game designed to illustrate the role of frogs in maintaining population levels of flies or other insects. **Teaching Strategy:** Discuss the role of some animals in controlling the populations of other animals. Use frogs and flies as examples. Prepare chart with five columns to be used in estimating fly population remaining after each time interval in game below. Prepare and have ready strips of paper representing flies to be fed to frogs. **Learning Activity:** 5 students are frogs and sit in center of a circle formed by other students who are supplied with paper "flies." 1 child is selected to represent pollution. As teacher claps slowly for 1 minute, flies are fed to frogs on each clap. When clapping stops, all freeze, and "pollution" eliminates a frog by taking one child from center of circle. When clapping resumes, students continue to feed flies to space where frog has been eliminated. At next pause, numbers of paper flies left on floor will be counted and recorded. Students will then estimate how many flies will remain at the next interval when another frog will be eliminated. This will continue for 5 intervals, until all frogs are eliminated. Discuss results. What might life be like for humans if there were no more frogs and the fly population grew unchecked? What would life be like for other animals under the same circumstances (e.g., horses, dogs)? **counting, estimating**	**Learner Outcome:** Students will recognize the various life forms at work in a rotting log. **Teaching Strategy:** Organize a field trip to a nearby park or natural area where an old log can be observed. Prepare students for trip by discussing animals and/or plants that live in or under decaying logs and the role these play in decomposing the log. **Learning Activity:** Students carefully probe into and look under an old log. Make a list of the kinds of animals and plants observed on or in the log. (When activity is completed, be certain to leave the log as you found it.) Discuss how decomposing logs (and other dead plants and animals) are part of the food chain, returning nutrients to the soil to be reabsorbed by plants. **animal homes, nature's cycles**

resources:

General: *Be Nice To Spiders* (J), Margaret Graham, Hale; *Charlotte's Web* (J), E.B. White, Harper & Row; *Manure To Meadow To Milkshake* (A), handbook of environmental activities, Eric Jorgensen, Trout Black, and Mary Hallesey, Hidden Villa Environmental Education Project, Drawer A-H, Los Altos, CA 94022; *Sharing Nature With Children* (A), Joseph Bharat Cornell, Ananda; *Ecology*, study prints, Hayes School Publishing, Wilkinsburg, PA; *How Living Things Depend On Each Other*, filmstrip, National Geographic Society, Washington, DC.

H/S: *Life In a Log*, filmstrip from the series *Concepts In Ecology*, Centron Films, Lawrence, KS; *Logs To Soil*, science activity, Outdoor Biology Instructional Strategies (OBIS), Berkeley, CA; *The Dead Tree* (J), Alvin Tresselt, Parents.

human responsibilities

concept: Humans have the responsibility to preserve and allow for the development of natural habitats for wildlife.

language arts	social studies	math	health/science
Learner Outcome: Students will use the word *habitat* appropriately and recognize words commonly used to describe local habitats. **Teaching Strategy:** Write a definition for *habitat* on the board (the natural home of an animal or plant, including all the things that make it a suitable place for the animal or plant to live). Discuss and describe forest habitats, field habitats, water habitats (ponds), or other habitats in your area. Use pictures and community points of reference as examples. Discuss what kinds of animals live in each. **Learning Activity:** Students choose one habitat, write the word that describes it with the word *habitat* (e.g., pond habitat) on a piece of paper, and draw a picture of the habitat. **vocabulary development**	**Learner Outcome:** Students will identify the components of a habitat. **Teaching Strategy:** Identify the integral parts of a habitat by giving examples (e.g., air, shelter, protection from enemies, access to food and water). Help students identify components of a human habitat (house, family, food, clothing, furnishings). Then select a familiar native wild animal and help students formulate a description of its habitat. How are the homes (habitats) alike? How are they different? Provide materials for construction of model habitats. **Learning Activity:** With help from teacher, students construct simple model habitats for a human and for the wild animal discussed. Then discuss: Who protects the human's home? Who protects the animal's home? **homes**		**Learner Outcome:** Students will observe natural habitats and demonstrate respect for the animals and their homes by leaving animal homes unharmed. **Teaching Strategy:** Take students on an "upside-down nature walk" on school grounds or in a nearby park, directing attention to life under rocks, logs, grass, leaves on trees, etc. Discuss any animals found and their roles in nature. What happens to these animals' homes when people kick over the logs or rocks, trample the grass, or pull the leaves off the trees? **Learning Activity:** Students observe live in the microhabitats, returning rocks, logs, leaves, etc. to original position. Then, students return to class and draw pictures or construct models of the microhabitats they've observed. Use pictures or models to create display with theme, "We Respect the Animals' Homes." **animal homes**

resources:

General: *Where Can the Animals Go?* (J), Ron Wegen, Greenwillow (Morrow); *Stopping By Woods On a Snowy Evening* (J), Robert Frost with illustration by Susan Jeffers, Dutton; *Animal Habitats*, study prints from the series *Animal Life Study Prints*, and *Ecology In Nature's Communities*, study prints, SVE, Chicago, IL.

LA & SS: *Animal Homes* (J), Sally Cartwright, Coward, McCann, Geoghegan; *Places Where Plants and Animals Live*, filmstrip series, National Geographic Society, Washington, DC.

H/S: *Animals In Your Neighborhood* (J), Seymour Simon, Walker; *What We Find When We Look Under Rocks* (J), Frances Behnke, McGraw-Hill; *I Can Read About Spiders*, filmstrip, Troll Read-Alongs, Troll Associates, Mahwah, NJ; *Life In a Log*, filmstrip from the series *Concepts In Ecology*, Centron Films, Lawrence, KS.

human responsibilities

concept: Humans have the responsibility to maintain a healthy environment for humans and other living things.

language arts	social studies	math	health/science
Learner Outcome: Students will recognize that noise pollution can affect the environment.	**Learner Outcome:** Students will recognize that litter makes their community environment unhealthy for humans/animals.	**Learner Outcome:** Students will weigh litter and compute potential income from recycling neighborhood trash. *This activity follows SS.*	**Learner Outcome:** Students will identify the actions needed to maintain a healthy environment for a pet.
Teaching Strategy: Assign students a writing exercise (any assignment will do). While students are working, make disturbing and distracting noises (e.g., playing radio loudly, banging on desk, dropping things, talking loudly to one student).	**Teaching Strategy:** Lead discussion about human litter and its effect on the environment. What potential dangers does excessive litter present for humans/animals (e.g., getting cut on broken glass, getting tangled in wire or string, spread of disease in garbage)? How does it make you feel to see your community or natural areas littered?	**Teaching Strategy:** Explain to students that some litter or trash can be recycled into new, usable products. Contact local recycling center/organization for list of items they will accept and prices per pound per item. Provide scale and containers for sorting trash.	**Teaching Strategy:** Using pictures or flannel board cutouts, help students identify items or conditions in a home that might make it unhealthy for a pet (e.g., electrical cords, broken glass or bones in trash, household poisons, much human activity, drafts, burning candles, small items to swallow).
Learning Activity: After students complete assignment and teacher explains that noise was intentional, students discuss problems they had in concentrating and effect of noise "pollution" on the quality of their work. How many were able to "tune out"? What kinds of noise pollution exist in their neighborhood? How does it affect them? How might it affect animals?	**Learning Activity:** Students conduct litter pick-up in neighborhood or on school grounds. After litter has been picked up, students discuss the types of trash found and how it might affect humans/animals (e.g., broken glass, pop tops, cans, wire, string, plastic six-pack holders).	**Learning Activity:** Students sort and weigh litter and, with help from teacher, compute amount to be made by recycling the litter. Discuss: Why is recycling good for the environment? For humans? For other animals?	**Learning Activity:** Students each choose an environmental hazard and explain what they could do to keep a pet safe from the hazard. Then, class prepares a "Healthy Home For Pets" checklist, incorporating what they have learned. Take lists home to share with families.
verbalizing ideas, making inferences	**citizenship, responsibility**	**weights, money, introduction to multiplication**	**pets, safety**

resources:

General: *The Wump World* (J), Bill Peet, Houghton Mifflin; *The Lorax* (J), Dr. Seuss, Random House.

LA, SS, MA: "Pollution Pointers For Elementary Students," project list, "Community Clean-Up Campaign Check List," and "Organizing an Anti-Litter Project With Steel Drums and Pails," pamphlets, Keep America Beautiful, 99 Park Avenue, New York, NY 10016; *Manure To Meadow To Milkshake* (A), handbook of environmental activities, Eric Jorgensen, Trout Black, and Mary Hallesey, Hidden Villa Environmental Education Project, Drawer A-H, Los Altos, CA 94022.

H/S: *Safety*, study prints, David C. Cook Publishing, Elgin, IL.

human responsibilities

concept: Humans have the responsibility to allow wild animals in captivity to live as naturally as possible.

language arts	social studies	math	health/science
	Learner Outcome: Students will identify agencies that keep wild animals in captivity.	**Learner Outcome:** Students will understand the concept of space as it relates to the living area of captive ants.	**Learner Outcome:** Students will recognize the natural habitats of certain wild animals.
	Teaching Strategy: List the different agencies that keep wild animals in captivity (zoos, aquariums, circuses, fur farms, research laboratories, animal trainers for television and movie industries). Discuss reasons why each keeps wild animals.	**Teaching Strategy:** Capture two ants from the school yard and place in a large jar with a small crust of bread, a lid with a few drops of water, and a stick to climb on. Release ants to same location upon completion of activity (10 to 15 minutes).	**Teaching Strategy:** List the following animal homes on the board, identifying each with a picture, if possible: jungle — swamp forest — zoo plain — pond Provide pictures or plastic models of several wild animals that students can easily identify.
	Learning Activity: Students each choose a wild animal and draw pictures of it (1) in the wild in its natural habitat; and (2) being kept or used by one of the agencies discussed. In what ways do the two homes differ? How do you think these differences affect the animal? Can the captive home be made similar to the natural home?	**Learning Activity:** Students observe the ants' behavior and discuss their needs. Did they stay together or apart? Did they use all available space or part of it? Would they need more, less, or the same space if they could fly? Would they need more, less, or the same space if they were bigger?	**Learning Activity:** As each animal is shown, students identify the animal's *natural* home. When finished, no animals should have been matched with *zoo*. Discuss: If a zoo isn't the natural home for wild animals, why do some wild animals live in zoos? What can be done to make zoo animals' captive homes similar to their natural homes? Students use classroom building materials, sand, grass, twigs, water, fallen leaves, etc. to create proper zoo environments for the animals presented, including in each environment those elements that would be part of the animal's natural home.
	community agencies	**spatial relationships, more than/less than**	**animal homes**

resources:

General: *Zoos Without Cages* (J), Judith E. Rinard, National Geographic Society; *Zoo Animals*, filmstrip from the series *Animals Around You*, National Geographic Society, Washington, DC.

H/S: *Basic Science Series Study Prints* (Group 1 and Group 2), *Animals Of Land and Sea Study Prints*, and *Animal Life Study Prints*, SVE, Chicago, IL.

human interference

concept: Humans often destroy wild animal habitats.

language arts	social studies	math	health/science
Learner Outcome: Students will identify the main idea in a book about the destruction of animal habitat. **Teaching Strategy:** Share the book *Spider Web* with students (see resources). Elicit discussion as to what is happening throughout the book. Explain to students that the spider's web, which is destroyed in the end, is also her home. How would they like to have their homes destroyed? Is it fair to destroy animals' homes for no reason? How do you think you would feel if someone destroyed your home for no reason? **Learning Activity:** At completion of story, students each share a word that describes how the story made them feel. Discuss what comprised the spider's habitat and why it was destroyed. How could it have been saved? **identifying main idea, vocabulary development, verbalizing ideas**	**Learner Outcome:** Students will identify animal habitats that were destroyed to create their community. **Teaching Strategy:** Invite a resource speaker (naturalist, senior citizen, representative of historical society) to discuss wildlife that lived in your area before human development, or use available information to prepare your own discussion. If possible, arrange a trip to town hall or historical society to look at old maps, pictures of the area before it was developed, etc. **Learning Activity:** Students discuss how the building of human's houses, towns, and cities has changed the area for animals. Each student draws a picture of his/her yard or any selected area in the town as it might have looked before human settlement, including in the picture at least one animal that might have had its habitat there. What happened to the animals when the homes were built and humans moved in? **community history**		**Learner Outcome:** Students will recognize the components of animals' habitats. **Teaching Strategy:** Elicit discussion on what comprises a human's home (house, yard, family, food, furnishings, pets, neighbors). Be careful to distinguish the concept of *home* from that of *house*. Then, discuss what things would comprise a wild animal's home or habitat. **Learning Activity:** Students choose any familiar wild animal (e.g., frog, bird, rabbit, squirrel, snake) and create a mural showing the animal in its natural habitat. What would happen to the animal if its habitat were destroyed or damaged? **animal homes**

resources:

General: *Where Can the Animals Go?* (J), Ron Wegen, Greenwillow (Morrow); *Farewell To Shady Glade* (J), Bill Peet, Houghton Mifflin; *The Mountain* (J), Peter Parnall, Doubleday; *The Lorax* (J), Dr. Seuss, Random House; *The Wump World* (J), Bill Peet, Houghton Mifflin.

LA: *Spider Web* (J), Julie Brinckloe, Doubleday.

SS & H/S: *Places Where Plants and Animals Live*, filmstrip series, National Geographic Society, Washington, DC; *Animal Homes* (J), Sally Cartwright, Coward, McCann, Geoghegan.

human interference

concept: Some species of animals have become endangered or extinct as the result of human interference.

language arts	social studies	math	health/science
Learner Outcome: Students will define the words *endangered* and *extinct* and identify some animals that are currently endangered. **Teaching Strategy:** Write *endangered* and *extinct* on the board and discuss the meanings of the words (see resources). Suggest the passenger pigeon as an example of an extinct animal. Elicit discussion about reasons the passenger pigeon became extinct. Provide other examples of animals, other than the passenger pigeon, that are extinct (e.g., great auk, Stellar's sea cow) and a list of some currently endangered North American animals (see resources). **Learning Activity:** Students discuss the meanings of the words *extinct* and *endangered*, and how their lives would change if common animals (e.g., dogs, cats, horses, cows, mice, squirrels) became extinct. Then, using the list of endangered animals provided by teacher, students prepare class booklet on endangered animals, with each student preparing a page about a different animal. Students should include on the page a drawing of the animal, the animal's name, and one or two words describing the animal. vocabulary development	**Learner Outcome:** Students will express their feelings about the extinction of an animal species. **Teaching Strategy:** Ask students to name familiar kinds of animals that they would always want to have around. Provide mounted pictures of various animals to students. (Animals selected should be those familiar to students, not necessarily animals that are actually endangered.) **Learning Activity:** Students stand in a circle and one at a time display their pictures, relating one good characteristic of the animal pictured. As each child finishes description, he/she sits down, placing his/her picture on the floor face down. The students who remain standing discuss how they would feel if that kind of animal no longer existed. values		**Learner Outcome:** Students will understand the concept of *extinction*. **Teaching Strategy:** Read students a short account of the dinosaur. Discuss reasons why dinosaurs became extinct (environmental changes). How was the earth different during the age of the dinosaur? Then show picture of passenger pigeon and explain that it also became extinct, but for different reasons — because of human interference (overhunting). What was earth like when passenger pigeons were alive (much the same as now)? Finally, show pictures of currently endangered animals such as wolf, whale, or bald eagle. Explain that these might also become extinct because of human interference (e.g., habitat destruction, overhunting, pollution, etc.). Provide outline drawings of dinosaurs, passenger pigeons, wolves, whales, and bald eagles for students to color and cut out. Label bulletin board with the heading, "Extinct," and divide it into two segments. Label one side, "It Happened To Them," and the other, "It Can Happen Again." **Learning Activity:** Students color and cut out animals and mount in appropriate place on display. endangered animals

resources:

General: *Wildlife Alert! The Struggle To Survive* (J), Thomas B. Allen, *Animals In Danger: Trying To Save Our Wildlife* (J), and *The Blue Whale* (J), Donna K. Grosvenor, National Geographic Society; *Little Whale* (J), Ann McGovern, Scholastic; *Sea Turtles*, coloring book, and *Whales*, coloring album, Center for Environmental Education (see appendix); *Endangered Animals*, study prints, Instructor Publications, Dansville, NY; *Extinct, Endangered, and Threatened*, filmstrip series, Pomfret House, Pomfret Center, CT. For additional information on endangered animals, write Office of Endangered Species, Fish and Wildlife Service, U.S. Department of Interior, Washington, DC 20240, or contact Defenders of Wildlife, National Wildlife Federation, The Humane Society of the United States, World Wildlife Fund, Animal Welfare Institute, or Center for Action on Endangered Species (see appendix).

H/S: *Dinosaur Detective*, reading comprehension workbook, The Learning Works.

human interference

concept: **Humans have different attitudes about the killing of animals for sport or profit.**

language arts	social studies	math	health/science
Learner Outcome: After role playing a story about a hunting trip, students will recognize that humans have different attitudes about killing animals. **Teaching Strategy:** Read students *The Hunting Trip* (see resources). As each animal is encountered by the hunter and his wife, write the animal's name on the board. When story is completed, review it with students. How does the husband feel about hunting? Why is he hunting the animals? How does his wife feel about hunting? Whose feelings are closer to your own? Why? Review what happened as each kind of animal was encountered. What reasons did the wife give for not killing the animals? Do you think they were the real reasons she wanted to save the animals? If not, why did she want to save them? **Learning Activity:** Students role play story, taking on the parts of the husband and the wife. (Switch roles of husband and wife in story to allow both girls and boys to have the opportunity to take hunter and non-hunter positions). Then students discuss: How did it feel to be the person who didn't want to kill the animals? **listening for main idea and supporting ideas, role play**	**Learner Outcome:** Students will recognize that laws exist to protect whales from commercial hunting. **Teaching Strategy:** Provide resource information on whales and read a story about whales to the class (see resources). Explain that although whales live in the water, they are mammals and breathe air as humans do. Help students use resources to find information about different kinds of whales, their sizes, what they eat, how they communicate, etc. Then explain that whales have been killed over the years to provide humans with products such as lamp oil, cosmetics, dog food, scrimshaw jewelry, etc. As a result of commercial whaling, some species of whales are now extinct and most others are endangered. The United States has passed the Marine Mammal Protection Act to prohibit the killing of whales or importing of whale products. However, some other countries continue to hunt and kill whales. **Learning Activity:** Students draw pictures of whales they have studied and use the pictures to make "Save the Whale" posters, including on each poster one reason why whales should be protected. **laws**		**Learner Outcome:** Students will examine the behavior and characteristics of an animal that is commonly hunted and trapped. **Teaching Strategy:** Ask students how many have ever seen a raccoon or pictures of one. Show students picture of raccoon and explain that humans relate to raccoons in different ways: some keep them as pets, some think of them as pests, some hunt or trap them, some leave food out and enjoy watching them. Provide and share classroom resources on behavior and characteristics of raccoons (see resources). **Learning Activity:** As a class, students study life and behavior of raccoons. Then, each student draws a picture of a raccoon in its natural habitat. Use pictures to make class booklet. **animal behavior**

resources:

General: *The Gnats Of Knotty Pine* (J), Bill Peet, Houghton Mifflin; *The Three Jovial Huntsmen* (J), Susan Jeffers, Puffin (Penquin).

LA: *The Hunting Trip* (J), Robert Burch, Scribner's.

SS: *The Great Whales* (J), Herbert S. Zim, Scholastic; *I Can Read About Whales and Dolphins* (J), J.I. Anderson, Troll Associates; *Whales: Friendly Dolphins and Mighty Giants Of the Sea* (J), Jane Werner Watson, Golden (Western); *The Blue Whale* (J), Donna K. Grosvenor, National Geographic Society.

H/S: *Raccoons Are For Loving* (J), Miriam Anne Bourne, Random House; *Save That Raccoon!* (J), Gloria D. Miklowitz, Harcourt Brace Jovanovich; *Curious Raccoons* (J), Lilo Hess, Scribner's; *Adventures*, 16mm film, National Film Board of Canada, New York, NY.

farm animals

The American farm has changed radically during the last fifty years. Almost four billion chickens, cattle, and pigs are now processed by the livestock industry in the United States each year. Many small farms have been replaced by large meat-, milk-, and egg- producing operations. While some farm animals still have the relative freedom of a field or barn, many of the animals that provide our food products are kept indoors throughout their entire lives. This intensive confinement can prohibit the animals' exercising their natural behaviors and can cause suffering and reduced resistance to disease.

The activities that follow are designed to help students identify the ways in which humans use farm animals, understand the physical and behavioral needs of the animals, and explore the potential effects of some farming practices on the animals and on the environment.

use of farm animals

concept: Humans raise and keep farm animals to fulfill physical needs.

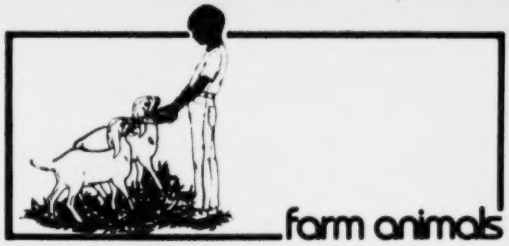
language arts	social studies	math	health/science
Learner Outcome: Students will define the term *farm animal* as an animal kept to fulfill human physical needs.	**Learner Outcome:** Students will identify food items in a grocery store that are made from or produced by farm animals.		**Learner Outcome:** Students will identify the many different products that humans make from cow's milk.
Teaching Strategy: Ask students to name animals that live on a farm (e.g., cow, pig, sheep, chicken, turkey, horse, goat). List animals on board, accompanied by pictures if available. Explain that most farmers do not keep these animals as pets, and discuss why humans might keep these particular animals on the farm (to do work; to provide clothing; to provide meat, milk, and eggs for the farmer to keep or sell to others).	**Teaching Strategy:** On chalkboard, post pictures of animals that are raised on farm to provide food (e.g., beef cow, dairy cow, pig, chicken, turkey). Ask students to identify meals they have eaten in the past few days that included meat and/or other animal products. List food items under picture of appropriate animal on board. Plan a class field trip to a local grocery store.		**Teaching Strategy:** Ask students to name products that are made from milk. Explain that humans get milk and cream from dairy cows and then use milk and cream to make various other products (e.g., yogurt, butter, buttermilk, kefir, sour cream, cottage cheese, hard cheese, whipped cream, ice cream). Also explain that milk and cream are used as ingredients in the preparation of many other foods. Bring in samples of various dairy products for a taste-testing party.
Learning Activity: As a class, students compose a paragraph that defines the term *farm animal*. Included in the definition should be a description of the uses of farm animals, a list of the kinds of animals commonly kept as farm animals, and an explanation of why a farm animal is different from a pet animal.	**Learning Activity:** At grocery store, students identify those products that come from farm animals. With help from teacher, students distinguish from which farm animal each product was derived. Which products come from a living animal? Which products require that an animal be killed?		**Learning Activity:** Students sample dairy products at a party. Then, students write "We use cow's milk for..." at the top of a piece of paper and draw a picture of a cow and their favorite dairy product.
vocabulary development	**consumerism**		**sources of food**

resources:

General: *The Farm Book* (A), Charles E. Roth and R. Joseph Froehlich, Massachusetts Audubon Society (see appendix); *Farm Animals*, filmstrip from the series *Animals Around You*, National Geographic Society, Washington, DC; *The Cow*, 16mm film, *Pigs!*, 16mm film, and *Chick, Chick, Chick*, 16mm film, Churchill Films, Los Angeles, CA; *Born In a Barn* (J), Elizabeth and Klaus Gemming, Coward, McCann, Geoghegan; *Our Foods and Where They Come From*, filmstrip series, National Geographic Society, Washington, DC; *Farm Babies and Their Mothers*, 16mm film, and *Eggs To Market*, 16mm film, BFA Educational Media, Santa Monica, CA; *Farm Animal Families*, study prints, Hayes School Publishing, Wilkinsburg, PA; *Farm and Ranch Animals*, study prints from the series *Basic Science Series Study Prints* (Group 1), SVE, Chicago, IL.

H/S: *Look At a Calf* (J), Dare Wright, Random House.

human responsibilities



concept: Humans have the responsibility to provide for farm animals' physical and behavioral needs.

language arts	social studies	math	health/science
Learner Outcome: Students will match verbs with appropriate nouns to demonstrate an understanding of basic farm animal needs. **Teaching Strategy:** Prepare two sets of word cards, one set with nouns describing items that animals need and one set with verbs describing the corresponding needs. Examples: *nouns* / *verbs* hay / eat grain / eat water / drink currycomb / groom barn / live veterinarian / care pasture / exercise **Learning Activity:** Students match scrambled verb cards with corresponding noun cards, then discuss: Who provides for farm animals' needs? How do these needs compare with humans' needs? **nouns and verbs**	**Learner Outcome:** Students will identify the work of a farrier (blacksmith) and examine his/her importance in the care of horses. **Teaching Strategy:** Invite a farrier (see resources) to speak to the class. Ask him/her to bring his/her tools to share with the students. Ask the farrier to discuss the structure of horses' hooves and why shoes are important. Compare the role of the farrier now with his/her role 100 years ago. **Learning Activity:** Students write a thank you letter to the farrier including one fact that they learned about how the farrier cares for horses. **community helpers**	**Learner Outcome:** Students will compare sizes of farm animals in order to understand the differences in physical space required by each. **Teaching Strategy:** Using plastic models, show students various farm animals and write the names of the animals on the board. Compare the size of each animal to an object in the classroom or in the students' home environment. **Learning Activity:** Students identify the size relationships between the animals and put them in rank order beginning with the animal that will need the largest living space. **spatial relationships, rank order**	**Learner Outcome:** Students will identify the similarities and differences between the roles of physicians and veterinarians and their patients' common dependency on them for help. **Teaching Strategy:** Invite a veterinarian (preferably one that deals with large animals) or veterinary assistant to speak to your class or share a book or film about veterinarians. After the speaker leaves, discuss with students the similarities and differences between their personal doctors and the veterinarian. Be sure to point out the fact that the veterinarian's job is made more difficult because his/her patients can't talk. **Learning Activity:** Students role play a physician/patient role when the patient is unable to speak. What signs should they look for to determine if an animal is sick? **rules for good health**

resources:

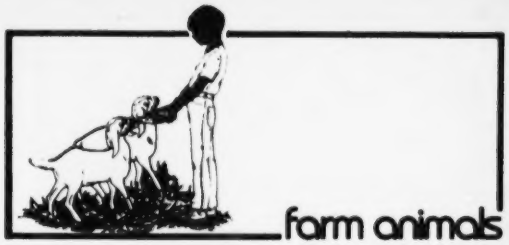
SS: Contact 4-H, county extension service, or local agricultural schools for leads on farriers in your community or check in your class for a parent or student who owns horses.

MA: *Farm Animal Families*, study prints, Hayes School Publishing, Wilkinsburg, PA; *Farm and Ranch Animals*, study prints from the series *Basic Science Series Study Prints* (Group 1), SVE, Chicago, IL.

H/S: *The Covenant*, 16mm film, Modern Talking Picture Service, Elk Grove Village, IL; *The Veterinarian Serves the Community*, 16mm film, FilmFair Communications, Studio City, CA; *A Day In the Life Of a Veterinarian* (J), William Jaspersohn, Little, Brown.

consequences of food production practices

concept : Farm animals can suffer if their basic needs are not met.



language arts	social studies	math	health/science
Learner Outcome: Students will recognize that the concept of *suffering* can involve more than physical pain or injury.			**Learner Outcome:** Students will understand how some chicken cages can restrict the chickens' ability to exercise natural behaviors.
Teaching Strategy: Elicit discussion about what it means to suffer. Is suffering always a result of physical injury? Can you suffer because your feelings are hurt? Because you are bored and have nothing to do? Because you are lonely? Because you miss someone? Because you are frightened? Explain that some animals can also suffer for many of these same reasons. Present the following situations to students: (1) a dog tied to a tree in the backyard all the time and left alone; (2) a chicken confined to a small cage off the ground where it can't stretch and peck; (3) a baby calf taken away from its mother when only a few days old.			**Teaching Strategy:** Show the film *Chick, Chick, Chick* (see resources) or describe some natural chicken behaviors for students (e.g., preening, stretching, pecking, scratching). Explain that on most modern farms laying hens (chickens kept to lay eggs) are housed in rows of *battery* cages, each cage approximately 12 inches by 16 inches in size and housing 3 to 4 birds (see resources). Have 4 or 5 students lock arms to form a small circle around 3 or 4 other students. (Make circle small enough that inside students have difficulty lifting their arms away from their sides.)
Learning Activity: Students describe how each situation might cause the animal involved to suffer. Students suggest ways in which the animal's suffering might be alleviated.			**Learning Activity:** Students inside circle imitate chickens, attempting to act out behavior observed in film. Then, other students take turns standing inside circle and trying to act out same behaviors. After completing exercise, students discuss difficulty in imitating natural chicken behaviors in the small enclosure. What were they unable to do? Can chickens living in battery cages exercise these behaviors?
verbalizing ideas, concept development			**animal behavior**

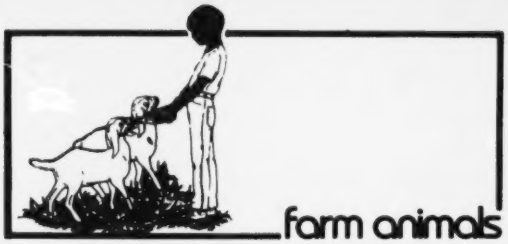
resources:

General: *Factory Farming*, booklet, The Humane Society of the United States (see appendix); *Animal Machines* (A), Ruth Harrison, Stuart; *Animals, Men, and Morals* (A), Stanley Godlovitch, ed., Grove.

H/S: *Chick, Chick, Chick*, 16mm film, Churchill Films, Los Angeles, CA; *Meat, Fish, and Poultry*, filmstrip from the series *Our Foods and Where They Come From*, National Geographic Society, Washington, DC; *Eggs To Market*, 16mm film, BFA Educational Media, Santa Monica, CA; *Chicks and Chickens*, 16mm film, Films, Incorporated, Wilmette, IL.

consequences of food production practices

concept: **Raising food for human use affects the natural environment.**



language arts	social studies	math	health/science

The authors found this concept generally inappropriate for teaching at this level. If you would like to adapt more advanced activities for use in your classroom, this concept is addressed in the Level C and D guides.

appendix a
humane education resource organizations

American Humane
9725 East Hampden
Denver, CO 80231

American Humane Education Society
450 Salem End Road
Framingham, MA 01701

Animal Welfare Institute
P.O. Box 3650
Washington, DC 20007

Center for Action on Endangered Species
175 West Main Street
Ayer, MA 01432

Center for Environmental Education
1925 K Street, N.W.
Washington, DC 20006

Defenders of Wildlife
1244 19th Street
Washington, DC 20036

Elsa Wild Animal Appeal
P.O. Box 4572
North Hollywood, CA 91607

The Humane Society of the United States
2100 L Street, N.W.
Washington, DC 20037

Latham Foundation
Latham Plaza Building
Clement & Shiller
Alameda, CA 94501

Massachusetts Audubon Society
Hatheway Environmental Education Institute
Lincoln, MA 01773

National Association for the Advancement of Humane Education
Norma Terris Humane Education Center
Box 362
East Haddam, CT 06423

National Wildlife Federation
1412 16th Street, N.W.
Washington, DC 20036

Pet Food Institute
1101 Connecticut Avenue, N.W.
Suite 700
Washington, DC 20036

World Wildlife Fund
1601 Connecticut Avenue, N.W.
Washington, DC 20009

periodicals

For Teachers

Humane Education
a quarterly magazine for educators
National Association for the Advancement of Humane Education
Box 362
East Haddam, CT 06423

For Students

Chickadee
(4 to 8 year olds)
Young Naturalist Foundation
59 Front Street East
Toronto, Ontario M5E 1B3
Canada

The Curious Naturalist
(8 to 12 year olds)
Massachusetts Audubon Society
Hatheway Environmental Education Institute
Lincoln, MA 01773

Kind
(8 to 12 year olds)
The Humane Society of the United States
2100 L Street, N.W.
Washington, DC 20037

Owl
(8 to 12 year olds)
Young Naturalist Foundation
59 Front Street East
Toronto, Ontario M5E 1B3
Canada

Ranger Rick
(8 to 12 year olds)
National Wildlife Federation
1412 16th Street, N.W.
Washington, DC 20036

catalogs/directories

Caring For Our Animal Friends
annotated directory of teaching materials
California Veterinary Medical Association
1024 Country Club Drive
Moraga, CA 94556

Clearinghouse For Humane Education Materials
directory of teaching and public education materials
American Humane
9725 East Hampden
Denver, CO 80231

Films For Humane Education
annotated directory of 16mm films and filmstrips
Argus Archives
228 East 49th Street
New York, NY 10017

HSUS Publications Catalog
catalog of teaching and public education materials
The Humane Society of the United States
2100 L Street, N.W.
Washington, DC 20037

appendix b
resource publishers' addresses

Abingdon Press
201 Eighth Avenue, South
Nashville, TN 37202

Adelphi Productions
Blodgett Studio
Adelphi University
Garden City, NY 11530

AIMS Instructional Media Services
626 Justin Avenue
Glendale, CA 91201

Acropolis Books
2400 17th Street, NW
Washington, DC 20009

Addison-Wesley Publishing Co., Inc.
Jacob Way
Reading, MA 01867

Ananda Publications
distributed by Book People
2940 Seventh Street
Berkeley, CA 94710

Animal Town Game Co.
P.O. Box 2002
Santa Barbara, CA 93120

Archway Paperbacks
630 Fifth Avenue
New York, NY 10020

Atheneum Publishers
122 E. 42nd Street
New York, NY 10017

Avon Books
959 Eighth Avenue
New York, NY 10019

Barr Films
P.O. Box 5667
3490 E. Foothill Boulevard
Pasadena, CA 91107

BFA Educational Media
2211 Michigan Avenue
P.O. Box 1795
Santa Monica, CA 90406

Bobbs-Merrill Co., Inc.
4300 W. 62nd Street
Indianapolis, IN 46206

Capitol Records
Hollywood and Vine Streets
Hollywood, CA 90028

Carolrhoda Books, Inc.
241 First Avenue, North
Minneapolis, MN 55401

Cavendish, Marshall, Corp.
111 W. 57th Street
New York, NY 10019

Centron Films
1621 W. Ninth Street
Lawrence, KS 66044

Chartwell House, Inc.
P.O. Box 166
Bowling Green Station
New York, NY 10004

The Child's World
1556 Weatherstone Lane
Elgin, IL 60120

Childrens Press
1224 W. Van Buren Street
Chicago, IL 60607

Churchill Films
662 N. Robertson Boulevard
Los Angeles, CA 90069

Cook, David C. Publishing Co.
850 N. Grove Avenue
Elgin, IL 60120

Coronet Films
65 E. South Water Street
Chicago, IL 60601

Coward, McCann & Geoghegan, Inc.
200 Madison Avenue
New York, NY 10016

Crowell, Thomas Y., Co.
521 Fifth Avenue
New York, NY 10017

Crown Publishers, Inc.
1 Park Avenue
New York, NY 10016

Dell Publishing Co., Inc.
1 Dag Hammarskjold Plaza
245 E. 47th Street
New York, NY 10017

Dial Press
1 Dag Hammarskjold Plaza
245 E. 47th Street
New York, NY 10017

Dodd, Mead & Co.
79 Madison Avenue
New York, NY 10016

Doubleday & Co., Inc.
501 Franklin Avenue
Garden City, NY 11530

Dutton, E.P., & Co., Inc.
2 Park Avenue
New York, NY 10016

Dynamic Teaching Materials
7525 Mission Gorge Road
Suite E
San Diego, CA 92120

Early Stages
P.O. Box 5027
Walnut Creek, CA 94596

Educational Activities
Freeport, NY 11520

Encyclopedia Britannica Educational Corp
425 N. Michigan Avenue
Chicago, IL 60611

Eye Gate Media
146-01 Archer Avenue
Jamaica, NY 11435

Farrar, Straus & Giroux, Inc.
19 Union Square, West
New York, NY 10003

Ferguson, J.G., Company
100 Park Avenue
New York, NY 10017

FilmFair Communications
10900 Ventura Boulevard
P.O. Box 1728
Studio City, CA 91604

Films, Incorporated
1144 Wilmette Avenue
Wilmette, IL 60091

Folkways Records and Service Corp.
43 W. 61st Street
New York, NY 10023

Follett Publishing Co.
1010 W. Washington Boulevard
Chicago, IL 60607

Garland STPM Press
136 Madison Avenue
New York, NY 10016

Grolier Educational Corp.
845 Third Avenue
New York, NY 10022

Grosset & Dunlap, Inc.
51 Madison Avenue
New York, NY 10010

Grove Press, Inc.
53 E. 11th Street
New York, NY 10003

Hale, E.M., & Co.
128 W. River Street
Chippewa Falls, WI 54729

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, NY 10017

Harper & Row Publishers, Inc.
Keystone Industrial Park
Scranton, PA 18512

Hastings House Publishers, Inc.
10 E. 40th Street
New York, NY 10016

Hayes School Publishing Co., Inc.
321 Pennwood Avenue
Wilkinsburg, PA 15221

Holiday House, Inc.
18 E. 53rd Street
New York, NY 10022

Holt, Rinehart & Winston, Inc.
383 Madison Avenue
New York, NY 10017

resource publishers' addresses, con't.

Houghton Mifflin Co.
Wayside Road
Burlington, MA 01803

International Film Bureau
332 S. Michigan Avenue
Chicago, IL 60604

Instructor Publications
Dansville, NY 14437

John Day Company
666 Fifth Avenue
New York, NY 10019

Learning Corporation of America
1350 Avenue of the Americas
New York, NY 10019

The Learning Works
P.O. Box 6187, Department B
Santa Barbara, CA 93111

Lippincott, J.B., Co.
521 Fifth Avenue
New York, NY 10017

Little, Brown & Co.
200 West Street
Waltham, MA 02154

Living Music Records
P.O. Box 68
Litchfield, CT 06759

Macmillan Publi[illegible] Co., Inc.
866 Third Aven[illegible]
New York, NY 100[illegible]

Marshfilm
P.O. Box 8082
Shawnee Mission, KS 66208

McGraw-Hill Book Co.
1221 Avenue of the Americas
New York, NY 10036

McKay, David, Co., Inc.
2 Park Avenue
New York, NY 10016

Messner, Julian, Inc.
distributed by Simon & Schuster
1 W. 39th Street
New York, NY 10018

Modern Talking Picture Service
1687 Elmhurst Road
Elk Grove Village, IL 60007

Morrow, William, & Co., Inc.
Wilmor Warehouse
6 Henderson Drive
West Caldwell, NJ 07006

National Film Board of Canada
16th Floor
1251 Avenue of the Americas
New York, NY 10020

National Geographic Society
17th & M Streets, NW
Washington, DC 20036

New American Library
1301 Avenue of the Americas
New York, NY 10019

Nilgiri Press
P.O. Box 477
Petaluma, CA 94952

Outdoor Biological Instructional Strategies
Lawrence Hall of Science
University of California
Berkeley, CA 94720

Parents Magazine Press
52 Vanderbilt Avenue
New York, NY 10017

Parnassus Press
4080 Halleck Street
Emeryville, CA 94608

Penguin Books, Inc.
625 Madison Avenue
New York, NY 10022

Phoenix Films, Inc.
470 Park Avenue South
New York, NY 10016

Pomfret House
P.O. Box 216
Pomfret Center, CT 06259

Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

Putnam's, G.P., Sons
390 Murray Hill Parkway
East Rutherford, NJ 07073

Pyramid Films
P.O. Box 1048
Santa Monica, CA 90406

Rand McNally & Co.
P.O. Box 7600
Chicago, IL 60680

Raintree Press
P.O. Box 11799
Chicago, IL 60611

Random House, Inc.
400 Hahn Road
Westminster, MD 21157

Reader's Digest Association
Pleasantville, NY 10570

Reiman Associates
611 E. Wells Street
Milwaukee, WI 53202

Rodale Press, Inc.
33 E. Minor Street
Emmaus, PA 18049

Sayre Publishing, Inc.
111 E. 39th Street
New York, NY 10016

Science Hobbies
2615 Central Avenue
Charlotte, NC 28205

Scholastic Book Services
906 Sylvan Avenue
Englewood Cliffs, NJ 07632

Scribner's, Charles, Sons
597 Fifth Avenue
New York, NY 10017

Simon & Schuster, Inc.
630 Fifth Avenue
New York, NY 10020

St. Martin's Press
175 Fifth Avenue
New York, NY 10010

Stackpole Books
Camerson and Keller Streets
Harrisburg, PA 17105

Stein & Day
7 E. 48th Street
New York, NY 10017

Stouffer, Marty, Productions, Inc.
P.O. Box 15057
Aspen, CO 81611

Stuart, Vincent, Publishers Ltd.
45 Lower Belgrave Street
London, England SW1

SVE
Society For Visual Education, Inc.
1345 Diversey Parkway
Chicago, IL 60614

TeleKETICS
Franciscan Communications Center
1229 S. Santee Street
Los Angeles, CA 90015

Time-Life, Inc.
Division of Time, Inc.
Time & Life Building
Rockefeller Center
New York, NY 10020

Tonsil Records
10 W. 56th Street
New York, NY 10019

Troll Associates
320 Route 17
Mahwah, NJ 07430

University of Nebraska Press
901 N. 17th Street
Lincoln, NE 68588

Viking Press, Inc.
625 Madison Avenue
New York, NY 10022

Walker & Company
720 Fifth Avenue
New York, NY 10019

Warne, Frederick, & Co., Inc.
501 Franklin Avenue
Garden City, NY 11530

Western Publishing Co., Inc.
Dept. M
1220 Mound Avenue
Racine, WI 53404

Whitman, Albert, & Company
560 W. Lake Street
Chicago, IL 60606

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people & animals

A HUMANE EDUCATION CURRICULUM GUIDE

level c

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people & animals

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The National Association for the Advancement of Humane Education
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Edited by Kathleen Savesky and Vanessa Malcarne

Editorial Committee:

Cynthia Clegg
John J. Dommers
Charles F. Herrmann, III
Renée Spain McIntyre

level c

project development team

Special Curriculum Consultant

David Alexander
Director, Eliot-Pearson Curriculum Resource Laboratory
Department of Child Study
Tufts University
Medford, Massachusetts

Project Development Team

Jacque Briley
Special Education Teacher
Robinson High School
Little Rock, Arkansas

Dr. Carol Browning
Director
Institute for Humanistic Studies
Ogden, Utah

Cynthia Clegg
1st Grade Teacher
Kathleen Goodwin School
Old Saybrook, Connecticut

Anita Coburn
Director of Education
The Humane Society of the United States
Washington, D.C.

Joan Smithey Dawson
4th Grade Teacher
Leeds Elementary School
Board Member
Ruffner Mountain Nature Center
Birmingham Humane Society
Birmingham, Alabama

Katherine DeGroff
Education and Development Manager
Indianapolis Humane Society
Indianapolis, Indiana

John J. Dommers
Coordinator of Multi-Media Materials Development
The Humane Society of the United States
East Haddam, Connecticut

Rose Eastes
Regional Representative
Indiana Humane Educators Association
Fort Wayne, Indiana

Judi Friedman
Children's Author, Environmentalist
Canton, Connecticut

Ivan Golakoff
Assistant Director and Director of Education
Animal Care and Education Center
Rancho Santa Fe, California

Charles F. Herrmann, III
Editor, *Kind* Magazine
The Humane Society of the United States
Washington, D.C.

Nancy Hickman
Director of Education
Texas Federation of Humane Societies
Lubbock, Texas

Frances Spivy Lipscomb
Executive Assistant
Animal Welfare Institute
Washington, D.C.

Kay Long
Regional Representative
Indiana Humane Educators Association
Columbus, Indiana

E. Robert Macklin
Teacher Coordinator
Park-School Nature Education Program
West Rock Nature Center
New Haven, Connecticut

Vanessa Malcarne
Stanford University Intern
National Association for the Advancement of Humane Education
East Haddam, Connecticut

Renée Spain McIntyre
5th Grade Teacher
Academy Elementary School
Madison, Connecticut

Mary McLendon-Simpson
Curriculum Consultant
Edmonds, Washington

Kathleen Savesky
Director
National Association for the Advancement of Humane Education
East Haddam, Connecticut

Rudolph J.H. Schafer
Energy-Environmental Education Program Director
California State Department of Education
Sacramento, California

Barbara Smith
Animal Control Academy
The Humane Society of the United States
Tuscaloosa, Alabama

Kim Sturla
Education Coordinator
Peninsula Humane Society
San Mateo, California

Gregory Topolie, D.V.M.
Special Consultant
Durham Board of Education
Oshawa, Ontario
Canada

Marilyn Traylor
Program Manager
Basic Educational Skills Research Project
ARVAC, Inc.
Hot Springs, Arkansas

Jeanne Walsh
Director of Public Information and Education
San Francisco SPCA
San Francisco, California

Barbara Westerfield
Humane Education Director
Central California SPCA
Fresno, California

Dr. G.W. Willingham
Professor
Elementary Education
Stephen F. Austin State University
Board Member
Texas Humane Information Network
Nacogdoches County Humane Society
Rapid Advancement Program Alternative School
Nacogdoches, Texas

Manuscripts prepared by:
Barbara J. Dolce
Lisa Zurlo

Resource coordination by:
Amanda E. Hardy

Content indexing by:
Jean Stewart

preface

In 1933, the National P.T.A. Congress issued the following statement in support of humane education:

"Children trained to extend justice, kindness, and mercy to animals become more just, kind, and considerate in their relations with each other. Character training along these lines will result in men and women of broader sympathies, more humane, more law-abiding — in every respect more valuable citizens.

"Humane education is teaching in the schools and colleges of the nations the principles of justice, goodwill, and humanity toward all life. The cultivation of the spirit of kindness to animals is but the starting point towards that larger humanity which includes one's fellow of every race and clime. A generation of people trained in these principles will solve their difficulties as neighbors and not as enemies."

The message of this statement speaks even more directly to the 1980's than to the decade in which it was written. Children today face the dilemma of growing up in a world that is politically and environmentally unstable–a world in which both individual and national decision-making become increasingly important to the survival of both humans and other animals. Humane education, incorporated into the curriculum of our nation's schools, can help children develop the sensitivity and understanding they will need to make sound personal and political decisions based on concern for all living creatures.

People and Animals: A Humane Education Curriculum Guide has been developed to provide the framework for integrating humane education into the traditional elementary school curriculum. In addition, it will serve as the basis for the development of teacher training courses, expanded classroom programming, and supplemental humane education teaching materials.

Publication of the guide represents fulfillment of a major objective of the National Association for the Advancement of Humane Education, The Humane Society of the United States, and the educators who contributed their time and talents to the project. More importantly, it represents a key factor in making humane education an integral part of the elementary school experience. Adaptation and implementation of the guide by school systems throughout the country will be an important step toward realizing the goals of humane education and making the world a better place for people and animals.

introduction

What Is Humane Education?

Humane education involves far more than the teaching of simple animal-related content. It is a process through which we: (1) assist children in developing compassion, a sense of justice, and a respect for all living creatures; (2) provide the knowledge and understanding necessary for children to behave according to these principles; and (3) foster a sense of responsibility on the part of children to affirm and act upon their personal beliefs.

The activities in this guide are designed to help students think critically and clarify their own feelings about various issues, as well as to provide them with factual information and understandings about animals, their place in the environment, and their relationship to humans. Where appropriate, activities also focus on the importance of individual responsibility and action, and encourage students not only to discuss how they feel, but also to act upon those feelings.

Most educators agree that a positive self concept is basic to positive attitudes toward others. Consequently, it is important that children not be made to feel guilty about their personal thoughts and opinions, but rather be encouraged to express and examine their feelings freely in a climate of trust and acceptance. In those activities that require discussion of personal values, students who do not feel comfortable in open discussions should be allowed to register their feelings privately by writing them down or keeping them in a journal.

The activities presented are curriculum-blended, integrating humane concepts with skills and content from language arts, social studies, math, and health/science. This curriculum-blended approach provides context for the teaching of humane concepts, allows for repetition, and avoids the labeling of humane education as simply "another subject" to be added to the already overcrowded curriculum. Individual educators and curriculum-writing teams are encouraged to use selected activities from the guide individually, as part of larger lessons or units, or to enhance the schools' core curricula. A form to request reprint permission can be found in the appendix for those who wish to include activities from the guide in other printed documents.

The guide is merely a starting point for humane education—creative and motivated teachers will hopefully use the conceptual outline to develop additional activities, in-depth lessons, or expanded curriculum modules to meet the needs of individual schools and classrooms.

Curriculum Guide Format

Thirty-five concepts have been identified under four major chapters: Human/Animal Relationships, Pet Animals, Wild Animals, and Farm Animals. The specific focus of each chapter is explained in greater detail on the title page of that segment. Each page within the chapters contains a concept and activities that blend the concept with skills or content from each of the four curriculum areas.

The complete humane education curriculum guide consists of four books encompassing the following levels:

Level A — Preschool and Kindergarten
Level B — Grades 1 and 2
Level C — Grades 3 and 4
Level D — Grades 5 and 6

A continuous page-numbering system is used to provide continuity throughout the guide.

Each activity has been identified with a curriculum key, printed in bold type at the bottom of the column, to call attention to the skill or content addressed in the activity. These curriculum keys have been indexed for easy reference. In addition, a content index has been provided for those teachers who wish to choose activities by topic or subject matter.

Most of the activities provided are self-contained and can be completed without the use of resource materials, or with only those resources common to most school libraries or classrooms. In those cases where specific resources are required, complete information on the appropriate organization or publisher is provided either in the "Resources" section of that page or in one of the appendixes.

In addition to the few required resources, supplemental resources have been listed to provide the teacher with added background or materials for expanding successful activities. All resources are coded for the appropriate curriculum area (LA,SS,MA,H/S). Books are also identified as either juvenile (J) or adult (A).

Often local animal welfare agencies maintain libraries that may include many of the resources listed in the guide. Teachers should contact their local agency about the availability of free-loan programs, resource speakers, or low-cost materials for the classroom.

Teacher Input

Prior to publication, *People and Animals: A Humane Education Curriculum Guide* was field tested by 350 teachers in 17 states and Ontario, Canada. Input from these teachers was invaluable in the completion of this first edition of the guide, and the editors hope that those who use the current edition will offer their comments and/or suggestions for improvements in later editions. Comments, suggestions, questions, and sample student projects may be sent to the National Association for the Advancement of Humane Education, Box 362, East Haddam, CT 06423.

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human/animal relationships

Throughout history, humans have been forming relationships with other animals. Some of these relationships have been mutually beneficial, but many have served human needs or wants at the expense of the animals involved.

It is important that students recognize these relationships and how they affect both animals and humans. In addition, students who understand that they, as humans, are also animals and share many common characteristics with other members of the animal kingdom, will be more sensitive to the rights of animals and will consequently be capable of making more responsible decisions concerning their personal relationships with animals.

The activities that follow are designed to help students recognize the basic biological similarities between humans and other animals, explore the effects of human attitudes on animals, and clarify their own feelings about human/animal relationships.

similarities and differences

human/animal relationships

concept : Humans are animals.

language arts	social studies	math	health/science
Learner Outcome: Students will recognize words that are superlatives and identify animals that possess superlative talents and abilities. **Teaching Strategy:** Discuss the meaning of the word *superlative* and identify superlative adjectives that could be used to describe human/animal attributes (e.g., highest, biggest, smartest, fastest, slowest, longest). Ask class to supplement list by suggesting others. Assign one superlative to each student. **Learning Activity:** Students use the superlative assigned to them to create a phrase that describes the talents or abilities of animals (e.g., *highest* could be interpreted as "the animal that can live at the highest elevation" or "the animal that can fly the highest"). Then, each student finds which animal best fits his/her interpretation of the superlative, using library or resources provided by teacher (see resources). When animals have been identified, each student creates and illustrates a page with the superlative as title, a picture of the animal, and a brief description of the animal's particular ability or characteristic. Compile pictures in class booklet of animal feats and achievements. After completion, discuss results. Did any of the superlatives apply most to humans? Did the superlative abilities of any of the animals surprise you? Which ones? **superlatives**	**Learner Outcome:** Students will examine the social order of a wolf pack and recognize that some animals, like humans, live in families. **Teaching Strategy:** Generate discussion about what it means to live as a member of a family. How is it different from living alone? Discuss the benefits of being part of a family. Ask students what things they have learned from other members of their family. Were any of the things they learned important to their survival or to their ability to live happily in human society? Read students a book or show a film that details the structure and activities of a wolf family (see resources). **Learning Activity:** Students discuss benefits of living in a family as they apply to the wolf pack structure. How are wolf families similar to human families? Students each identify one way in which the wolf family structure is similar to that of a human family and draw a picture illustrating the similarity identified. **families**	**Learner Outcome:** Students will identify size relationships between humans and other animals. **Teaching Strategy:** Supply students with a list of animals that includes animals of a wide variety of sizes, both larger and smaller than humans. Assign one animal to each student and have students research the average size of their assigned animals in the library. (Groups of students can be assigned to work on the larger animals.) Make a 12-inch-tall paper representation of a human and hang on classroom wall. **Learning Activity:** Using the scale 12 inches = 6 feet, students create two-dimensional scaled representations of their assigned animals (e.g., if 12 inches represents the height of a 6 foot man, then 200 inches would be needed to represent the length of a 100 foot whale). Then students hang representations in order around walls of classroom, starting with smallest animal and ending with largest. Where do humans fit in? How can humans, since they are not the largest animals, dominate all the others? **measurement, scale drawing**	**Learner Outcome:** Students will list the characteristics of mammals and identify various animals, including humans, that fit into this classification. **Teaching Strategy:** Have students research the definition of the word *mammal* and determine the characteristics that are common to all mammals. List these common qualities on the board, then ask students to suggest different animals that fit into the classification of mammals. Supplement the list if necessary, and be sure to include air, water, land mammals, and humans. Assign one mammal (including humans) from the list to each student. **Learning Activity:** Students each research assigned mammal and prepare a one-page illustrated description of the animal. Include description of physical characteristics, habitat, diet, behavior, geographical range. Compile a class book entitled "Mammals." After completion of book, students review the characteristics that humans have in common with other mammals. Are there any ways that humans are different from all other mammals? If so, what are they? **mammals**

resources:

LA: *Animal Facts and Feats: A Guinness Record Of the Animal Kingdom* (A), Gerald L. Wood, Doubleday; *Animal Facts & Animal Fable* (J), Seymour Simon, Crown, *Have You Ever Heard Of a Kangaroo Bird?* (J), Barbara Brenner, Coward, McCann, Geoghegan; *Charlie Brown's Super Book Of Questions and Answers About Animals* (J), Charles M. Schultz, Random House; *Some Of Us Walk, Some Fly, Some Swim* (J), Michael Frith, Random House.

SS: *The Wolf* (J), Michael W. Fox, Coward, McCann, Geoghegan; *Endangered Predators* (J), John Harris and Aleta Pahl, Doubleday; *Animals As Parents* (J), Millicent Selsam, Morrow; *The Wounded Wolf* (J), Jean Craighead George, Harper & Row; *The Kingdom Of Wolves* (J), Scott Barry, Putnam's; *Wolves and the Wolfmen*, 16mm film, Films, Incorporated, Wilmette, IL; *The Wolf and the Whitetail*, 16mm film, Marty Stouffer Productions, Aspen, CO.

H/S: *What Is a Mammal?* (J), Jennifer Day, Western; *A First Look At Mammals* (J), Millicent Selsam and Joyce Hunt, Scholastic; *People and Other Mammals* (J), George Laycock, Doubleday; *Mammals* (J), Richard Carrington, Time-Life; *What Is a Mammal?*, multi-media kit, and *Mammals*, 16mm film, National Geographic Society, Washington, DC.

similarities and differences

human/animal relationships

concept : Animals, like humans, have certain rights.

language arts	social studies	math	health/science
Learner Outcome: Students will define *rights* and identify actions that violate the rights of humans/animals. **Teaching Strategy:** Have students use dictionary to define *rights*. Discuss, and ask students to give examples of rights that people have. Describe situations where someone's rights are being violated (e.g., when someone is being bullied, not listened to, hurt, not given dinner, teased, has something stolen from him/her) and have groups of students role play situations. Discuss: Whose rights were violated in each situation? How were they violated? How did students involved in role play feel? Ask students if they have ever done something that violated another person's rights. Relate that sometimes people also treat animals as if they have no rights and hurt them or neglect to take care of them properly. Ask students: Do you think other animals have rights? Is it right to hurt them? To tease them? To not take care of them? **Learning Activity:** Students each complete slogans, "Animals Have Rights, Too. Don't...", writing them on a piece of poster paper. Then each student illustrates his/her poster by drawing a picture of a person violating the rights of animals in the manner described by the slogan.	**Learner Outcome:** Students will identify agencies that work to protect/promote human or animal rights. *This activity follows LA.* **Teaching Strategy:** Explain to students that when humans feel that the rights of a specific group of humans aren't being recognized or are being infringed upon, they organize special agencies to protect/promote these rights. Help students generate a list of names of agencies that protect the rights of various groups of humans (women, children, the aged, religious groups, ethnic groups). Then ask students: What organizations work to protect/promote the rights of animals (animal welfare/protection groups)? **Learning Activity:** Students draft a class letter to a local or national animal welfare organization (see resources), asking the agency what it is doing to protect/promote the rights of animals. When response is received, students make lists of what individuals can do to protect/promote the rights of animals.		**Learner Outcome:** Students will identify the components of various animal habitats and determine whether animals have a right to the habitat they live in. **Teaching Strategy:** Select animals representing a variety of habitats (e.g., beaver–forest stream; ducks–marsh; prairie dog–plains; mountain goats–mountains). Help students identify the essential components of each animal's habitat (type of home, food, range, other animals that share habitat). Also identify the essential components of a human's habitat. Ask students how they would react if they came home to find that their homes were being torn down because someone wanted to build something else in their place. Show students an example of a land deed and explain that human homes are protected from this type of destruction by land deeds that identify property owners. However, since animals are not considered owners of the land they live on, animal interests are rarely considered when land is being developed. Should animals have the right to keep the habitat they live in? If humans allow animals this right, what problems might it cause for humans? **Learning Activity:** Students choose one of the animals listed and write an imaginary land ownership deed for that animal's habitat. Explain in the deed who the owner of the habitat is, what the habitat consists of, what other animals share that habitat, and what considerations must be made before the habitat can be altered.
concept development	**rights**		**animal homes**

resources

General: *Animal Rights: Stories Of People Who Defend the Rights Of Animals* (J), Patricia Curtis, Four Winds (Scholastic).

LA: *A Wolf Story* (J), David McPhail, Scribner's; *Listen To Your Kitten Purr* (J), Lilo Hess, Scribner's; *Abandoned* (J), G.D. Griffiths, Yearling (Dell); *The Secret Life Of Harold, the Bird Watcher* (J), Hila Colman, Crowell.

SS: Check your local phone book for listings of local animal welfare agencies and see the appendix for addresses of national organizations.

H/S: *Places Where Plants and Animals Live*, filmstrip series, and *Animal Homes*, filmstrip from the series *The Life Of Animals*, National Geographic Society, Washington, DC; *Farewell To Shady Glade* (J), Bill Peet, Houghton Mifflin.

similarities and differences

human/animal relationships

concept: Animals, like humans, react physically to their environment.

language arts	social studies	math	health/science
Learner Outcome: Students will identify different ways that humans and other animals communicate pain and discomfort. **Teaching Strategy:** Generate discussion about ways humans communicate pain and discomfort. Make a list of different verbal, oral, and physical expressions/actions on the board. Discuss how one way of knowing humans are experiencing pain or discomfort is that they can use words to describe their feelings to others. How can animals, since they don't use words, communicate their pain or discomfort? What sounds, physical expressions, or actions do they use? Are these similar to those used by humans to communicate pain or discomfort? Read a series of situations to students in which a human or other animal is in a painful or uncomfortable situation (e.g., I'm a dog, and I'm caught out in a snowstorm without shelter; I'm a bird, and one of my wings has been broken; I'm a turtle and I got accidentally hooked on a fishing line; I'm a human and I got caught [illegible] in the rain and have an [illegible] cold). **Learning Activity:** As teacher describes human/animal in situation, students use nonverbal sounds and body language to role play possible ways that a human/animal might communicate pain and discomfort without using words. After activity, discuss: Is it easy to understand how a human/animal is feeling physically if they can't use words to describe their feelings? Do animals feel less pain or discomfort than humans because they can't use words to describe their feelings? Why or why not?	**Learner Outcome:** Students will recognize that traveling can be a frightening experience for a pet. **Teaching Strategy:** Prepare and display pictures of different modes of transportation. Ask each student to name a place to which he/she would like to travel and what kind of transportation he/she would use to get there. Have the students describe what the trip would be like and what their reasons are for choosing that method of traveling. Then, ask students to imagine that they are bringing the family dog or cat along with them on their trip. Discuss how the trips might be different for the pets than for the humans. (The pets might be frightened by strange sights and smells. They would have to travel in cages in the baggage compartment. Their schedules would be upset. They might get lost away from home.) **Learning Activity:** Students describe or write what their proposed trips would be like from a pet animal's point of view. Would the trip be as much fun for the animal as for the student? Why or why not? What are the alternatives to taking a pet traveling? Where would the animal be safest and most comfortable (e.g., at home, with friends, in a kennel, on the trip)? Students share stories and discuss what they think traveling is like for a pet animal.		**Learner Outcome:** Students will recognize that animals are subject to many diseases and injuries and will learn basic preventative and first aid procedures to deal with pet diseases and injuries. **Teaching Strategy:** Ask students to name common diseases and injuries suffered by humans and list on board. Ask whether students have suffered any of the diseases/injuries listed and have them relate their feelings about their experiences. Identify those diseases/injuries/parasites common to pets (e.g., distemper, rabies, heartworms, parvovirus, hepatitis, broken bones, cuts, skin allergies). Do animals feel pain and discomfort the same way humans do when they are diseased/injured? What can be done to prevent animals from contracting common illnesses such as those mentioned above? What can be done to minimize the risk of pet accidents? Explain that it is important for humans to know basic first aid procedures so that an injured animal's pain can be reduced as much as possible until the animal can be taken to a veterinarian for treatment. If possible, have a veterinarian come to discuss basic animal first aid with your class. Supply literature on first aid for animals (see resources) and provide material for emergency bandages, splints, stretchers, etc. **Learning Activity:** In small groups, students choose one type of disease/injury that animals are subject to and write one-page descriptions of the proper way to prevent the disease or to care for the injured animal before it can be taken to the veterinarian for treatment. Students compile first aid descriptions in class

language arts	social studies	math	health/science
			booklet, then each group dramatizes the first aid procedure or prevention measure it researched for the rest of the class using a large, life-like, stuffed pet animal as a subject.
understanding communication, body language	**transportation, responsibility**		**first aid, pet health**

resources:

LA: *What Is Your Dog Saying?* (J), Michael W. Fox and Wende Delvin Gates, Coward, McCann, Geoghegan; *The Wounded Wolf* (J), Jean Craighead George, Harper & Row.

SS: *Transportation*, study prints, David C. Cook Publishing, Elgin, IL; "Touring With Towser," booklet, Gaines Dog Research Center, 250 North Street, White Plains, NY 10625.

H/S: *First Aid For Pets* (A), Robert W. Kirk, Dutton; "Angell Memorial Guide To Animal First Aid," booklet, American Humane Education Society (see appendix); *A Day In the Life Of a Veterinarian* (J), William Jaspersohn, Little, Brown; *I Know an Animal Doctor* (J), Chika A. Iritani, Putnam's.

similarities and differences

human/animal relationships

concept: Some animals, like humans, have and display emotions.

language arts	social studies	math	health/science
Learner Outcome: Students will recognize that human/animal emotions can be communicated non-verbally. **Teaching Strategy:** Discuss various ways that humans communicate, including such questions as: Does all communication involve speech or written language? How do humans communicate without using words? Then discuss how animals communicate (see resources). In what ways is human communication like/unlike that of other animals? Prepare two sets of 3 by 5 inch cards, writing a different emotion on each of one set and the names of different familiar animals (including humans) on the other set. **Learning Activity:** Students take turns, each student choosing one card from each pile and attempting to communicate the emotion selected as if he/she were the animal selected. Other students guess the animal and emotion being communicated. **understanding communication**	**Learner Outcome:** Students will identify circumstances that generate emotional responses in humans and other animals. **Teaching Strategy:** Ask students to describe situations that would make them (1) angry, (2) happy, (3) sad. Discuss why the situations would lead to these emotions, and what situations might lead to similar emotions in animals. Ask students to give examples of times when they have seen animals expressing similar emotions. **Learning Activity:** Students complete sentences: "It makes me angry/happy/sad when..." from their points of view and then from the perspective of an animal. Do the circumstances that make animals angry/happy/sad differ from those that make humans feel these ways? If so, how? **emotions**		**Learner Outcome:** By interpreting animal sounds and body language, students will recognize principles of safety in dealing with dogs. **Teaching Strategy:** Generate discussion about how to tell what message or emotion a dog is communicating (see resources). Discuss sounds, facial expressions, and body positions as possible clues, and ask students to give examples drawn from their experiences with dogs. Make a list of clues on the board, along with what they indicate (e.g., tail between legs–fear, illness; tail wagging–pleasure, excitement; ears back–fear, anger). Illustrate with pictures whenever possible. **Learning Activity:** Students study list of canine body language and sounds that indicate different emotions and discuss why failure to understand these signals can result in a dangerous situation for humans. Then, each student draws a picture of a dog using body language to express one particular emotion and shows his/her picture to the class. As each picture is shown, class tries to guess the emotion being communicated and discusses the proper way to deal with the animal in each situation. **safety, animal behavior**

resources:

General: *Moods and Emotions*, study prints, The Child's World, Elgin, IL; *Moods and Emotions*, study prints, David C. Cook Publishing, Elgin, IL.

LA: *Animals and How They Communicate*, 16mm film, Coronet Films, Chicago, IL.

H/S: *What Is Your Dog Saying?* (J), Michael W. Fox and Wende Delvin Gates, Coward, McCann, Geoghegan; *Animals Can Bite*, 16mm film, Pyramid Films, Santa Monica, CA; *Playing It Safe With Animals*, filmstrip, Marshfilm, Shawnee Mission, KS.

human attitudes

concept: Humans' different attitudes toward animals sometimes affect the way humans treat the animals.

language arts	social studies	math	health/science
Learner Outcome: After reading stories about animals, students will recognize how some human attitudes toward animals can cause problems for humans and animals. **Teaching Strategy:** Share a story with students in which conflict is generated because of differences in the characters' attitudes toward animals (see resources). Help students identify attitudes of each character toward the animal(s) involved. **Learning Activity:** Students write paragraphs describing how the characters' different attitudes toward animals caused problems for the animals and/or the people in the story.	**Learner Outcome:** Students will identify the animal-related opinions of special interest groups in the community. **Teaching Strategy:** Help students identify groups of people within a community that would have special interest in animals because of their work, hobbies, or beliefs (veterinarians, pet owners, farmers, hunters, trappers, vegetarians, naturalists, humane society members/workers, conservationists). As a class, identify friends, family members, and/or community resource people who fit into each group. Then, develop a series of interview questions to ask these people concerning their opinions about animals and their relationship to and/or interest in the animals. Assign each community resource person to a student or group of students. **Learning Activity:** Students interview designated resource people. When everyone completes their interviews, students take turns role playing the person they interviewed and answering designated questions for the class. Afterward, discuss whether students agree or disagree with the person they interviewed and why.	**Learner Outcome:** Students will use a survey of family members to illustrate the differences in human views about animals. **Teaching Strategy:** Help students compile a list of familiar animals in the community. Be sure that the list includes insects, birds, reptiles, and mammals, and some animals that are commonly feared or disliked. Provide a survey form listing the animals' names and a checklist to record one of four responses: like, no opinion, dislike, fear. Have each student interview at least three friends or family members and record their opinions. **Learning Activity:** Students conduct survey and compile results by assigning a numerical value of 4 to a "like" response, 3 to a "no opinion," 2 to a "dislike," and 1 to a "fear." Total number of points for each animal (the highest numbers represent the most well-liked animals, the lowest the most feared or disliked). Discuss: Did some individuals rate some animals high and some low? Why do you think people would like one animal and not another? Did everyone agree on which animals they liked, disliked, or feared? Why do you think some people might fear an animal when others like it? Do you dislike or fear any animals? If so, why? Do you think your fears are justified? Why or why not?	**Learner Outcome:** Students will recognize which animal groups contain the largest number of liked, disliked, and feared animals and will identify positive attributes of each animal surveyed. *This activity follows MA.* **Teaching Strategy:** Identify basic animal groups (e.g., insects, birds, reptiles, mammals, etc.) and explain characteristics of each. Help students sort animals from math survey into appropriate groups. Discuss similarities or differences of survey scores for animals in the same groups. Did the people surveyed like animals in one group more than those in another? If so, why might this be the case? What group do humans belong in? **Learning Activity:** Students brainstorm a list of positive statements about each of the animals in their survey. Then, students draw pictures of animals, label with statements, and mount on bulletin board divided into animal groups. Entitle display "All Animals Are Important."
drawing conclusions	respecting individual differences, communities	ordering, adding whole numbers	animal groups

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resources:

General: *Wild Animals That Help People* (J), Michael J. Walker, McKay.

LA: *Black Beauty* (J), Anna Sewell, Scholastic; *Summerdog* (J), Thom Roberts, Camelot (Avon); *The House Of Wings* (J), Betsy Byars, Yearling (Dell); *The Midnight Fox* (J), Betsy Byars, Camelot (Avon); *A White Heron* (J), Sarah Orne Jewett, Crowell; *Riff Remember* (J), Lynn Hall, Camelot (Avon); *Coyote Cry* (J), Byrd Baylor, Lothrop, Lee, Shepard (Morrow); *A Thousand Pails Of Water* (J), Ronald Roy, Knopf (Random House); *The Secret Life Of Harold, the Birdwatcher* (J), Hila Colman, Crowell; *The Magic Finger* (J), Roald Dahl, Harper & Row; *Jason and the Bees* (J), Brom Hoban, Harper & Row; *Much Ado About Aldo* (J), Johanna Hurwitz, Morrow; *Big Henry and the Polka Dot Kid*, 16mm film, Learning Corporation of America, New York, NY.

MA & H/S: *Fact and Fancy In American Wildlife* (J), Manuel Milan and William Keane, Houghton Mifflin; *Do Toads Give You Warts? Strange Animal Myths Explained* (J), Edward R. Ricciuti, Walker; *The Baffling Bat*, *The Roguish Rat*, and *The Frightful Fly*, filmstrips from the series *Curious Creatures*, Pomfret House, Pomfret Center, CT.

human attitudes

concept: Humans use other animals for a variety of purposes.

human/animal relationships

language arts	social studies	math	health/science
Learner Outcome: Students will explore the use of animals in television programming. **Teaching Strategy:** Ask students to identify some well-known television or movie star animals. Explain that many animals are used by the television and movie industries as stars in programs and movies about animals, as well as "extras" in other films, shows, and commercials. Instruct class to watch a designated amount of television programming and keep a journal to record the shows or commercials in which animal actors were used, how and why they were used, whether the show or commercial made you like or dislike the animal, how the human actors acted toward or treated the animal, and what the animal did in the show or commercial. **Learning Activity:** Students view designated amount of television and record information, then share journals with class. For each program students discuss: Did audience learn anything positive about animals from show or commercial? What types of activities did the animal have to perform? Were any special tricks required? Could the animal have been hurt during the filming of the show or commercial? Was the animal's role important or would the story have been the same without it? Was the animal treated with respect by the human actors in the show or commercial? Students discuss whether they think it is good or bad for animals to be used in entertainment. **critical viewing skills**	**Learner Outcome:** Students will identify animals that have played important roles in American history. **Teaching Strategy:** Provide students with the following list of animals and key words or phrases to link them to periods of American history: whale–New England cities; beaver–Louisiana Purchase; mule–Erie Canal; horse–pony express, farming; bison–American Indian. As a class, identify the relationship of the animal to a specific period of American history, and discuss how humans used this particular animal to help settle our country. Did this relationship help or hurt the animals involved? Are any of these animals in trouble today? Do we still use them? If we do, does our modern day use help or hurt them? **Learning Activity:** Students each choose one of the animals discussed and use the library to find out more about its role in American history. Then, students draw pictures of their chosen animals depicting their use by early Americans. Use pictures to make bulletin board display with the theme, "Animals Helped Us Grow–What Have We Done For Them?" **American history**		**Learner Outcome:** Students will identify ways in which humans use horses and list the elements of proper horse care. **Training Strategy:** Help students make a list of the ways horses are used and have been used by people (for transportation, pulling wagons and plows, herding and working cattle, in battle, for hunting, in rodeos, in horse races, for pleasure riding, as pets). Discuss what characteristics make a horse especially suited to each of these purposes (e.g., size, speed, strength, easy to train). Explain that the horse's close association with humans has sometimes caused it a great deal of suffering. Many horses have been mistreated, overused, and neglected. The first humane society in the U.S. was formed to combat cruelty to horses. Show film on horses and horse care (see resources), invite an appropriate resource speaker, or provide written resources on the subject. **Learning Activity:** Students use resources provided to make a list of the elements necessary for proper horse care. Then, students use this list and drawings or photographs of horses in various roles to make booklets on humans' relationship with and responsibilities to horses. **horses**

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resources:

General: *Living With Animals* (J), American Humane Education Society (see appendix).

LA: *Movie Horses: Their Treatment and Training* (J), Anthony Amaral, Bobbs-Merrill; *A Wolf Story* (J), David McPhail, Scribner's.

SS: *Wildlife In America* (A), Peter Matthiessen, Viking.

H/S: *To Care Is To Love*, 16mm film, Latham Foundation (see appendix); *The Saddle Horse*, 16mm film, Encyclopedia Britannica Educational Corporation, Chicago, IL; *Sparky the Colt*, 16mm film, Latham Foundation (see appendix); "Horse Care," booklet, American Humane Education Society (see appendix); *All About Horses* (J), Glenn Balch, Scholastic; *Black Beauty* (J), Anna Sewell, Scholastic; *How and Why Wonder Book Of Horses* (J), Margaret Cabell Self, Grosset & Dunlap; *Questions and Answers About Horses* (J), Millicent Selsam, Four Winds (Scholastic).

human attitudes

human/animal relationships

concept: Domestication is a process humans have used to make animals that were once wild suitable for human use.

language arts	social studies	math	health/science
Learner Outcome: Using the horse as an example, students will demonstrate an understanding of the concept of *domestication*.	**Learner Outcome:** Students will recognize how humans have changed the horse throughout history to meet particular human needs.	**Learner Outcome:** By comparing periods on a timeline, students will recognize the relatively short time that the horse has been domesticated.	**Learner Outcome:** Students will recognize that the needs of a wild animal and its domestic counterparts are basically the same.
Teaching Strategy: Provide dictionaries and have students find definitions for *domesticate*. Discuss the fact that horses were brought to North America as domestic animals but have now reverted to the wild in some parts of the U.S. (see resources).	**Teaching Strategy:** Develop a timeline for students illustrating the role of the horse at various phases of North American history (e.g., with Spanish explorers, American Indians, cowboys, wagon train settlers, farmers, carriage drivers, hunters, etc.–see resources). Discuss the ways in which horses were used in each period and the characteristics of the horse that made it valuable for that particular use.	**Teaching Strategy:** Demonstrate how to create a timeline. Review place value: millions, billions, etc. Discuss time words (*year, century*, etc.), and relationships. Provide resources showing evolutionary development of horse (see resources). After students complete their timelines, point out the relatively short period of time in which humans have domesticated the horse. Have the students speculate as to whether human involvement has been good or bad for the horse.	**Teaching Strategy:** Show a film (see resources) or invite a speaker to talk to your class about the needs of domestic horses and proper horse care. List the needs on the board. Discuss how a wild horse meets these needs in the wild.
Learning Activity: Students write stories comparing the life of a domestic horse with that of a wild horse. What are the advantages (to the horse) of each? What are the disadvantages? Consider the many uses of horses today (e.g., pet, show, rodeo, draft, ranch work).	**Learning Activity:** Each student selects a period in history and writes a speech pretending that he/she is a horse owner of that time and describes what makes his/her horse especially well-suited for its role. Students take turns presenting their speeches to class.	**Learning Activity:** Students create timelines showing the major periods in the development of the horse from the Eohippus (50 million years ago) to the modern day horse.	**Learning Activity:** Students choose one basic need of a horse and draw pictures showing (1) a domestic horse having the need met for it and (2) a wild horse meeting the need on its own (e.g., shelter–domestic horse in barn, wild horse under tree or cliff; hoof care–domestic horse having hooves trimmed, wild horse running over rocky surface).
vocabulary development, using the dictionary, making inferences	American history	timelines, place value	horses, comparing wild and domestic animals

resources:

General: *America's Last Wild Horses* (A), *Mustangs: A Return To the Wild* (A), and *The Wild Colt* (J), Hope Ryden, Coward, McCann, Geoghegan; *Island Of the Wild Horses* (J), Jack Denton Scott and Ozzie Sweet, Putnam's; *Misty Of Chincoteague* (J), Marguerite Henry, Rand McNally; *Animals That Help Us: The Story Of Domestic Animals* (J), Carroll Lane Fenton and Herminie B. Kitchen, John Day; *Complete Book Of Horses and Horsemanship* (J), C.W. Anderson, Collier (Macmillan); *How and Why Wonder Book Of Horses* (J), Margaret Cabell Self, Grosset & Dunlap.

SS: *Mustang: Wild Spirit Of the West* (J), *Born To Trot* (J), and *Justin Morgan Had a Horse* (J), Marguerite Henry, Rand McNally; *Thoroughbred*, 16mm film, Pyramid Films, Santa Monica, CA; *Man On Horseback: The Story Of the Mounted Man From the Scythians To the American Cowboy* (A), Glen R. Vernam, University of Nebraska; *Horsepower* (A), Frank Lesster, Reiman; *Observers' Book Of Horses and Ponies* (A), R.S. Summerhays, Warne.

H/S: *To Care Is To Love*, 16mm film, AIMS Instructional Media Services, Glendale, CA; *Sparky the Colt*, 16mm film, Latham Foundation (see appendix). Horse care literature is also available from many of the organizations listed in the appendix.

human attitudes

human/animal relationships

concept : Humans sometimes choose alternatives to the use of animals or animal products.

language arts	social studies	math	health/science
Learner Outcome: Students will define the concepts of *necessity* and *luxury* and apply them to animal products. *This activity follows SS.* **Teaching Strategy:** Write *necessity* and *luxury* on the board and have students look up definitions for the words. Discuss definitions with the class. **Learning Activity:** Using the animal products discussed in the social studies activity, students determine whether each product is a necessity or a luxury. Class discusses whether or not it is important for humans to have the luxury products if they involve killing an animal. Each student then chooses a luxury item and writes a paragraph explaining whether he/she would: (1) use the item even if an animal were killed to make it and alternatives were available; (2) use the item only if an alternative were not available; (3) not use the item even if an alternative were not available. Note: In order to encourage students to think freely and express honest opinions, assure them that their papers will not be collected. **concept development, writing paragraphs**	**Learner Outcome:** Students will identify products, other than food, that are made from animals and note possible alternatives to the use of these products. **Teaching Strategy:** Help students to brainstorm a list of products, other than food, that are made from or contain either domestic or wild animal products. Your list might include such things as: leather, sheepskin, or wool clothing; fur coats or items; ivory or tortoise shell trinkets or jewelry; natural sponges; scrimshaw; down-filled products; alligator or lizard-skin items; some perfumes and cosmetics; glue; bone meal and some fertilizers; etc. Provide examples where possible. Identify the animal sources of each product and distinguish between those items that may be obtained from a living animal (wool, manure for fertilizers) and those that require than the animal be killed (fur, leather, ivory, etc.) Explain that some humans choose not to use products that are made from animals. Help students identify alternatives to each of the products listed (e.g., cotton, linen, synthetics instead of leather, fur, or other animal-skin clothing; plastic, mineral, or metal jewelry instead of ivory, tortoise shell, or scrimshaw; etc.). Discuss: Why might some humans want to choose alternatives to animal products (cost, availability, allergies, legal restrictions, ethical reasons)? **Learning Activity:** Using sample products, pictures cut from magazines, and/or drawings, students create a display of animal products and alternatives. **consumerism**		**Learner Outcome:** Students will identify foods other than meat that are sources of protein. **Teaching Strategy:** Explain the reasons why humans need to consume protein as part of their daily diet. Discuss the fact that although meat is the major source of protein in most Americans' diets, some humans, known as *vegetarians*, eat no meat. Discuss: Why might some humans want to choose alternatives to meat and/or other animal products (cost, taste preferences, allergies, other health concerns, ethical or religious reasons)? Help students identify and list other sources of protein (e.g., grains, nuts, eggs, dairy products). **Learning Activity:** Each student plans two lunch or dinner menus, one containing meat and the other containing other high protein foods. Then, students choose one menu and prepare it. **nutrition**

resources:

H/S: *Much Ado About Aldo* (J), Johanna Hurwitz, Morrow; *The Vegetarian Alternative* (A), Vic Sussman, Rodale; *Laurel's Kitchen* (A), Laurel Robertson, Nilgiri; *Diet For a Small Planet* (A), Frances Moore Lappé, Ballantine (Random House).

animal welfare

human/animal relationships

concept: Laws exist to govern the keeping of some animals.

language arts	social studies	math	health/science
Learner Outcome: Students will recognize the consequences of violating animal regulations.	**Learner Outcome:** Students will explore the feelings of pet owners and humans who do not own pets regarding pet-related laws.	**Learner Outcome:** Students will determine the number of unidentified lost pets advertised in the paper over a one-week period to illustrate the need for pet licensing laws.	**Learner Outcome:** Students will recognize the need for laws that regulate the keeping of captive wildlife.
Teaching Strategy: Help students identify laws in their community that govern the keeping of animals (see resources). Discuss possible reasons why each was written, and what might happen to pets and/or owners if the law did not exist or was ignored. Assign each law (or requirement within a law) to a student or group of students.	**Teaching Strategy:** Elicit discussion about problems free-roaming pets can cause in a community (e.g., car accidents, spilled trash, feces on sidewalk, ruined shrubs, bites). Are these the fault of the pets or their owners? Explain that free-roaming pets are products of irresponsible owners who are breaking leash laws. Who suffers when these laws are broken? The owner? The animal? Other animals/humans? Ask students to think about how they would feel if someone else's pet damaged their property because the pet's owner didn't obey the law. Who do animal laws protect?	**Teaching Strategy:** Instruct students to read lost-and-found sections of local paper for one week, recording the number of pets lost and found each day. Note any "lost" ads that indicate the pet was wearing a license or other identification. Discuss results of tally. Of the lost pets, how many were wearing a license? Have students subtract this number from the total lost pets, and add the remainder to the number of pets that have been "found" but the owner can't be located. This number represents the animals that cannot be reunited with their owners because they were not wearing license tags.	**Teaching Strategy:** Invite a state conservation officer to speak to your class about laws that regulate the keeping of captive wildlife. Before visit, help students prepare a list of questions such as: Can an average citizen keep any kind of native or exotic wild animal as a pet? If not, what are the restrictions? Are permits needed? If so, how easy are they to get? What problems can wild pets cause for their owners? The community? What effects can the capturing of wildlife for pets have on the environment? What kinds of wild animals are most commonly taken for pets? What happens to wildlife that cannot make the adjustment as pets?
Learning Activity: Students speculate about negative consequences of a pet owner disobeying their assigned laws, then write television news story about what might happen. Combine resulting stories to create a television news program with students playing roles of newscaster, director, on-site reporters, animal control officers, pet owners, and other citizens affected by situations (e.g., driver who accidentally hits straying dog, neighbor whose garden is dug up by roaming dog). Following dramatization, discuss how situations could have been prevented if pet owners obeyed laws.	**Learning Activity:** Students prepare survey that asks pet owners and humans who do not own pets: Should laws to restrict the keeping of pets be stricter? Compile results, then discuss: Which group wanted stricter laws? If pet owners obey existing laws, do you think humans who do not own pets would be happier? Is owning a pet a right or a responsibility?	**Learning Activity:** Students compute total number of lost-and-found animals as above. Then use final figure to make posters with theme "____Animals Couldn't Find Their Homes This Week Because They Didn't Have A License. Obey the Law: License Your Pet." Illustrate posters and hang in school or community.	**Learning Activity:** After speaker leaves, students each choose a wild animal that is commonly kept as a pet and research its behavior and characteristics. Then, students use the information they find to prepare a list of reasons why the animal would not make a good pet.
writing news stories, dramatization	**citizenship, laws**	**adding and subtracting whole numbers, problem solving**	**animal behavior**

resources:

General: For information on animal cruelty and control laws in your community, contact the local animal control department, animal welfare organization, police department, or city government office. "Animal Laws," chapter from *Living With Animals* (J), American Humane Education Society (see appendix).

LA: *Abandoned* (J), G.D. Griffiths, Yearling (Dell); *Nobody's Cat* (J), Miska Miles, Little, Brown; *Sam*, 16mm film, Adelphi Productions, Garden City, NY.

SS & MA: "A Lost Dog's Ticket Home" and "Accidents Don't Have To Happen," posters, The Humane Society of the United States (see appendix).

H/S: *A Mouse To Be Free* (J), Joyce W. Warren, Camelot (Avon); *My Friend Mac* (J), Mary McNeer and Lynd Ward, Houghton Mifflin; *The Cry Of the Crow* (J), Jean Craighead George, Harper & Row; *Where Should a Squirrel Live?* 16mm film, Barr Films, Pasadena, CA; *Manimals*, 16mm film, Phoenix Films, New York, NY; *Me and You Kangaroo*, 16mm film, Learning Corporation of America, New York, NY.

animal welfare

human/animal relationships

concept : Laws exist to protect some animals.

language arts	social studies	math	health/science
Learner Outcome: By protecting something during the school day and writing about their experience, students will demonstrate an understanding of the concept of *protection*. **Teaching Strategy:** At the beginning of the day, give each student a hard-boiled egg. Provide markers and instruct students to draw a picture of an animal on the outside. Explain that protecting their "pet" eggs means keeping them from harm. Discuss what dangers might threaten this "pet." Discuss that although the easiest thing is to hide your egg in a safe place, this is often impractical with a real pet. Therefore, require that "egg pets" be kept with students all day. **Learning Activity:** Students protect their eggs from harm for one full school day. At the end of the day, students discuss problems they had protecting their "pets" and what happened to the "pets" that weren't protected. Then, students each write a paragraph to describe their feelings after protecting their "pets" all day. concept development, writing paragraphs	**Learner Outcome:** Students will identify how laws that restrict and regulate hunting protect animals. **Teaching Strategy:** Discuss the fact that hunting pressures have threatened the population numbers of the different whale species (e.g., bowhead, sperm, blue, sei, minke). Explain the concept of quotas as it pertains to the protection of whales and other animals that are hunted (see resources). Divide class into several small groups, assigning each group a whale species to research. **Learning Activity:** Students in groups research the whale species assigned to them, including in their research the whale's social habits, what it eats, what its habitat is, how and when it has been threatened by hunting pressures, and what laws or quotas have been established to protect it. Discuss whether the laws have been effective. If not, what new laws are needed? conservation, laws		**Learner Outcome:** Students will distinguish between the concepts of *endangered* and *extinct* and recognize the ways that human laws work to keep endangered animal species from becoming extinct. **Teaching Strategy:** Write *endangered* and *extinct* on board and instruct students to find a definition for each word. Discuss the words with students, being sure to note that extinction is a natural process, although it has been greatly accelerated by humans. **Learning Activity:** Each student looks up the name of an endangered animal species and an extinct animal species, then lists the animals under the appropriate headings on the board. Students then discuss the ways humans try to protect endangered species. As a class, students compose laws for the extinct animals that might have helped to save those animals from extinction. endangered animals, extinction

resources:

General: *Animals and Their Legal Rights* (A), Emily Stewart Leavitt, Animal Welfare Institute (see appendix). For information on endangered animals and legislation to protect them, write Office of Endangered Species, Fish and Wildife Service, U.S. Department of the Interior, Washington, DC 20240, or contact Defenders of Wildlife, The Humane Society of the United States, National Wildlife Federation, Center for Action on Endangered Species, Center for Environmental Education, World Wildlife Fund, or the Animal Welfare Institute (see appendix for addresses). For information on state and local laws that protect animals, contact your local animal welfare or animal control agency, or state, county, or city government.

SS: Definition: *quota*–a number set by law or regulation to identify the maximum number of a species of animal that may be killed without endangering the species' survival. *Whale Watch* (J), Ada and Frank Graham, Delacorte (Dial); *Sea Mammals* (J), Dorothy Childs Hogner, Crowell; *Whales*, filmstrip, *Whales*, multi-media kit, and *Portrait Of a Whale*, 16mm film, National Geographic Society, Washington, DC, *Whales*, coloring album, Center for Environmental Education (see appendix); *Save the Whales*, educational board game, Animal Town Game Company, Santa Barbara, CA. For additional information on whales write: Greenpeace Foundation, 286 Congress Avenue, Boston, MA 02210; General Whale, P.O. Box Save the Whales, Alameda, CA 94501; or American Cetacean Society, Box 4416, San Pedro, CA 90731.

H/S: Definitions: *endangered*–a term applied to a species of animal that is in danger of becoming extinct because of dwindling populations, habitat encroachment, or other factors; *extinct*–a term applied to a species of animal that has died out and no longer exists. *Wildlife Alert! The Struggle To Survive* (J), Thomas B. Allen, and *Animals In Danger: Trying To Save Our Wildlife* (J), National Geographic Society; *And then There Were None* (J), Nina Leen, Holt, Rinehart & Winston; *Saving Our Wild Animals*, two-part filmstrip series, National Geographic Society, Washington, DC; *Extinct, Endangered, and Threatened*, filmstrip series, Pomfret House, Pomfret Center, CT.

animal welfare

human/animal relationships

concept : Humans have formed organizations to protect and control some animals.

language arts	social studies	math	health/science
Learner Outcome: Students will identify local animal welfare and environmental protection organizations. **Teaching Strategy:** Discuss the role of animal welfare and environmental protection organizations. Provide telephone directories from major cities in your area. **Learning Activity:** Students use phone books to research and list humane societies, animal shelters, and environmental protection groups in their area. Then one student writes or calls each of these agencies for descriptive literature. When literature is received, students use information to create a directory, listing names of organizations along with their locations, phone numbers, and explanation of their functions. (The directory can be duplicated and made available to other classes, the local library, and the agencies listed.) Then, students create a variety of situations in which the services of an animal welfare or environmental protection agency would be needed (e.g., you found an injured stray animal, you found a hurt bird, squirrels made a nest in your attic, you need a speaker for a meeting, you need an animal film to show scout troop). Students write each situation on a piece of paper, put it in a box, and take turns drawing situations and deciding what organization would be contacted. using resources	**Learner Outcome:** Students will identify the purposes and responsibilities of animal welfare and environmental protection organizations in their area. *This activity follows LA.* **Teaching Strategy:** Divide students into groups to represent agencies identified in LA activity. Organize an "Animal Protection Fair" with information booths in classroom or library. **Learning Activity:** Students role play representatives of the agencies and organizations in directory. Each group researches work of organization it represents and designs posters, information sheets, bumper stickers, badges, etc., explaining the organization's cause and viewpoint. Then students use materials to set up display booths for a class "Animal Protection Fair." Invite other classes to view booths. community agencies	**Learner Outcome:** Students will use computation skills to illustrate the results of cooperation in an endangered species math game. **Teaching Strategy:** List several endangered species on board. Discuss reasons for endangerment (e.g., habitat loss, overhunting, pollution). Explain that some humans who are concerned about the fate of endangered animals have combined their individual efforts to form organizations designed to help save the animals. Assign each animal identified a numeric value (e.g., black-footed ferret–12, blue whale–11, whooping crane–10, timber wolf–9, gorilla–8, bald eagle–7). Pass out dominoes to entire class. Explain to students that they may "save" an animal by combining the face value of their dominoes until they equal an animal's value. **Learning Activity:** Students join with classmates until they have combined dominoes to total an animal's value. Once an animal has been "saved," the students who combined to save it state one realistic alternative to improve the species' status (e.g., protect habitat). How can humans join together to make this happen in the real world? adding whole numbers	**Learner Outcome:** Students will identify health and safety problems that make animal control agencies necessary. **Teaching Strategy:** Invite an animal control officer to speak to the class about the health and safety problems caused by free-roaming pets (biting, feces on sidewalks or yards, knocking over trash, obstructing traffic, auto injuries to humans and animals). Ask the speaker to discuss who is responsible for the problems–the animals or their owners. **Learning Activity:** Students discuss the problem identified by the speaker and the animal control officer/agency's role in preventing these problems. Then, students each write a thank you note to the speaker expressing appreciation for the visit and identifying at least one new fact he/she learned about why animal control agencies are necessary in a community. public health, safety, pets

resources:

General: Many local animal welfare groups and animal control agencies have educational programming and materials available for use in schools. Contact the agencies in your area for assistance or write to The Humane Society of the United States or other national agencies listed in the appendix for information on the work of animal welfare and control organizations.

MA: *Wildlife Alert! The Struggle To Survive* (J), Thomas B. Allen, and *Animals In Danger: Trying To Save Our Wildlife* (J), National Geographic Society; *And Then There Were None* (J), Nina Leen, Holt, Rinehart & Winston; *Saving Our Wild Animals*, two-part filmstrip series, National Geographic Society, Washington, DC: *Extinct, Endangered, and Threatened*, filmstrip series, Pomfret House, Pomfret Center, CT.

H/S: *Patches*, two-part filmstrip series, National Association for the Advancement of Humane Education (see appendix); *Pethood or Parenthood*, slides and cassette or 16mm film, American Veterinary Medical Association, 600 S. Michigan Avenue, Chicago, IL 60605; *Canine Control Officer*, filmstrip from the series *Working With Animals*, Troll Associates, Mahwah, NJ; *Listen To Your Kitten Purr* (J), Lilo Hess, Scribner's.

animal welfare

human/animal relationships

concept : Humans have the responsibility to provide proper care for animals kept in public or private facilities.

language arts	social studies	math	health/science
Learner Outcome: Students will create stories that demonstrate an understanding of the concept of *responsibility* as it applies to care of animals.	**Learner Outcome:** Students will identify facilities within their community that house animals.	**Learner Outcome:** Students will estimate the costs of providing proper care for large numbers of animals.	**Learner Outcome:** Students will recognize the role of preventive medicine and good sanitation practices in preventing diseases among groups of animals housed in a facility.
Teaching Strategy: Define the word *responsibility* for students. Relate definition to students' experience with questions such as: What things are you responsible for? What do you do as part of this responsibility? What happens if you don't do these things? Ask students to speculate as to the responsibilities involved in caring for animals at a zoo, animal shelter, pet store, etc. Begin stories for children, such as: "One morning, the zoo keeper forgot to come to work. The animals..." Or, "The pet store owner overslept and didn't arrive at her store until late in the day. The animals..."	**Teaching Strategy:** Explain to students that animals live all around us, in our homes, in the wild, and in special facilities in every community. Help class brainstorm a list of public places where animals might be housed (e.g., animal shelter, riding stable, laboratory, zoo, pet store, school, kennel). Write each facility on the board as it is named. Provide class with copies of municipal Yellow Pages and explain how they are used.	**Teaching Strategy:** Provide pet care literature and assist students in making a list of some of the basic items needed to care for a dog or cat (e.g., food, kitty litter, veterinary care, collar, leash, dishes, beds). If possible, arrange a visit to a grocery or pet supply store and/or assist students in assigning realistic costs to each item needed to care for a pet for one month (include one routine visit to the veterinarian).	**Teaching Strategy:** Ask students to share stories of a common illness they contracted at the same time or shortly after a friend or relative (e.g., colds, measles, mumps, chicken pox). Explain that communicable diseases can be spread from person to person through airborne viruses or through bacteria on dishes, glasses, etc., and that spending time with large groups of people (at school or work) increases disease risks. Explain role of inoculations and good health and hygiene practices in preventing disease. Relate discussion to animals housed in groups with others of their own kind.
Learning Activity: Students finish stories, writing or telling what might happen if people who care for animals aren't responsible. Then make up new stories about how animals should be cared for. Assemble stories in a class book to be read again later.	**Learning Activity:** Students look in Yellow Pages to see which types of animal facilities are located in their community.	**Learning Activity:** Students add costs to determine expense of caring for a pet for one month. Then pretend they operate animal shelters and care for 25 animals, for 50, and for 100, by multiplying the costs by each number. Speculate about what additional costs would be involved when caring for animals in a special facility instead of a home (labor, utilities, cleaning supplies, etc.).	**Learning Activity:** Students use knowledge of good human health practices in creating a list of procedures that could help prevent the spread of disease among animals in a public or private facility (e.g., inoculations, proper diet, clean living area and food/water dishes, isolation of sick individuals).
concept development, storytelling or writing stories	**communities**	**money, adding and multiplying whole numbers, problem solving**	**public health**

resources:

SS: *Living With Animals* (J), American Humane Education Society (see appendix).

MA: Pet care literature is available from most local animal welfare organizations and animal control agencies as well as from a number of organizations listed in the appendix.

H/S: "Changing Your Image, Part II: Sanitation and Kennel Cleaning," booklet, The Humane Society of the United States (see appendix).

animal-related careers

Human/animal relationships

concept: Careers exist that involve working with and for animals.

language arts	social studies	math	health/science
Learner Outcome: Students will use role play to demonstrate an understanding of the work involved in animal-related careers.	**Learner Outcome:** Students will identify the qualifications, training, and duties of various individuals who work with animals.	**Learner Outcome:** Students will determine the numbers of animals handled daily by individuals in different animal-care careers.	**Learner Outcome:** Students will identify branches of science that deal with the study of animals.
Teaching Strategy: Provide a period of time over several days to show and discuss *Working With Animals* filmstrips (see resources). Make a list of careers covered in filmstrips and assign each career to a small group of students. Have each group create a brief job description for that career on an index card, listing the career, the duties involved, and any additional information about that career.	**Teaching Strategy:** Help students compile a list of individuals within the community who work with or for animals (see resources). Identify phone numbers or addresses of local resource people in these fields. Help class prepare a short list of questions concerning the individual's work, duties, training, and opinions about animals. Assign each resource person to a student or group of students.	**Teaching Strategy:** Identify several careers in your community that involve daily contact with animals (animal control officer, animal caretaker, groomer, zoo keeper, farmer, veterinarian). Have students contact individuals in each field to find out the average number of animals the person comes into contact with (handles) in a day.	**Teaching Strategy:** Explain to students that many scientists are involved in studying animals. Provide dictionaries and post a chart listing the following branches of science: biology, zoology, herpetology, ornithology, entomology, ecology, ethology, ichthyology.
Learning Activity: After viewing and discussing six filmstrips, students play "What's My Line?" by taking turns choosing cards and answering yes/no questions about the career on their cards until the class guesses the career.	**Learning Activity:** Students contact and interview resource people who hold animal-related jobs. Then share findings with class through an animal-related career day.	**Learning Activity:** Students collect data on numbers of animals handled per day by people in different animal jobs. As a class, students arrange the jobs in rank order by the number of animals handled. Who handles the most animals? What do they do for/with the animals? Are some jobs more time-consuming or more technical than others?	**Learning Activity:** Students find words in dictionaries and fill in appropriate "study of..." descriptions on charts. Then, students discuss how studies of different animals could help the animals.
role play	careers	recording data, ordering	branches of animal science

resources:

General: *Working With Animals*, filmstrip series, Troll Associates, Mahwah, NJ; *Careers: Working With Animals* (A), Guy Hodge, Acropolis, available from The Humane Society of the United States (see appendix); *Careers In the Animal Kingdom* (J), Walter Oleksy, Messner; *Careers For Dog Lovers* (J), Lynn Hall, Follett; *A Day In the Life Of a Veterinarian* (J), William Jaspersohn, Little, Brown; *Veterinarian, Doctor For Your Pet* (J), Arline Strong, Atheneum; *I Know an Animal Doctor* (J), Chika A. Iritani, Putnam's; *The Veterinarian Serves the Community*, 16mm film, FilmFair Communications, Studio City, CA; *Our Friend the Veterinarian*, 16mm film, Latham Foundation (see appendix); *Who's Who In the Zoo?*, 16mm film, Centron Films, Lawrence, KS.

pet animals

In today's society, being a responsible pet owner means more than providing food and shelter for your dog or cat. It means making a well-informed choice in pet selection, safeguarding your pet against dangers, spending the time–as well as the money–required to keep your pet healthy and happy, and making a commitment to the animal for its lifetime, not merely for the time you find it appealing or practical. It also means accepting your responsibilities to the community–to keep your pet from becoming a nuisance and to neuter it to prevent unwanted offspring.

These requirements appear logical enough, yet millions of animals are put to death in animal shelters each year and millions more die on the streets and highways, all because of pet owners who don't understand, or don't care, about their responsibilities to their pets.

The activities that follow are designed to help students explore the special relationships that exist between pets and humans, identify the specific elements of responsible pet ownership, and understand the consequences that irresponsible pet ownership can have for both the animals and the community.

pethood

concept: Humans raise and keep pet animals to fulfill emotional needs.

language arts	social studies	math	health/science
Learner Outcome: Using cinquain poetry, students will express their feelings about pets. **Teaching Strategy:** Provide students with format for cinquain poetry (see resources). As a class, create a sample poem. **Learning Activity:** Students write cinquains describing their pets or the pets they would like to have. Note: The fourth line should describe the student's feelings for his/her pet. Share the completed poems with the class. Then, students illustrate poems and mount on display board or combine in a class booklet. **parts of speech, writing poetry**	**Learner Outcome:** By reading and collecting stories from local newspapers, students will identify the roles that pets play in the lives of many people in the community. **Teaching Strategy:** Collect sample news clippings about pets and people and share these with the class. Discuss how the person involved in each story might feel about his/her pet. **Learning Activity:** Students collect news clippings that deal with pets and people. Then, each student chooses one clipping and writes a story about how the person in the news story might feel about his/her pet. **current events**		**Learner Outcome:** Students will identify basic human emotions and recognize that pets can help humans deal with many emotions. **Teaching Strategy:** Show class a series of pictures representing human emotions (e.g., fear, love, loneliness, grief, joy, anger) and have students identify each emotion. Discuss how pets might share the emotion or help people deal with it. **Learning Activity:** Students pair as pet and pet owner and role play emotional situations. Examples: Person is afraid and pet becomes protector. Person is lonely and pet becomes playmate. **emotions**

resources:

General: "The Values and Uses Of Pets," Michael W. Fox, chapter from *The Handbook Of Animal Welfare* (A), Robert D. Allen and William H. Westbrook, eds., Garland; *Friend Dog* (J), Arnold Adoff, Lippincott; *Phillip and the White Colt*, 16mm film, and *Big Henry and the Polka Dot Kid*, 16mm film, Learning Corporation of America, New York, NY.

LA: A cinquain is a five-line poem with the following format: Line 1 is one noun, stating subject of poem; Line 2 is two adjectives describing the subject; Line 3 is three verbs or a verb phrase that relate to subject; Line 4 is a four-word phrase stating feelings about or interpretation of subject; Line 5 is one word, usually another noun, that restates subject or a word that sums up poem. Example:

Spiders
Tiny, busy
Spinning, moving, floating
Building fragile wispy webs
Artists

H/S: *Moods and Emotions*, study prints, David C. Cook Publishing, Elgin, IL; *Moods and Emotions*, study prints, The Child's World, Elgin, IL; *Mine For Keeps* (J), Jean Little, Pocket (Simon & Schuster); *My Friend Mac* (J), Mary McNeer and Lynd Ward, Houghton Mifflin; *King Of the Wind* (J), Marguerite Henry, Rand McNally; *The Foundling* (J), Carol Carrick, Clarion (Houghton Mifflin).

pethood

pet animals

concept: Some pet animals once met or now meet human needs other than emotional fulfillment.

language arts	social studies	math	health/science
Learner Outcome: Students will recognize the procedure used in selecting and training guide dogs. *This activity follows H/S.*	**Learner Outcome:** Students will recognize that animals serve well as partners or companions to some community helpers.	**Learner Outcome:** By comparing the life expectancy of popular classroom pets and the length of the school year, students will recognize that the responsibility for these animals' care continues beyond the end of the school year. *This activity is suggested for use in classrooms that keep classroom pets.*	**Learner Outcome:** Students will recognize ways that dogs are used to compensate for the absence of certain human senses.
Teaching Strategy: Ask students to describe the kind of dog (breed, disposition, intelligence, size, etc.) that they think would make a good guide dog for a blind or deaf person. Have students explain the reasons they think certain characteristics are important. How do they think guide dogs are chosen? Where do they come from? How are they trained? How young are they when their training begins? Provide addresses of organizations involved in selecting, raising and/or training of guide dogs (see resources). If possible, invite a community resident who has a guide dog to speak with the class.	**Teaching Strategy:** Invite an officer from the canine division of your local police force (or an officer from the mounted patrol if applicable) to speak to your class about his/her dog (or horse) and the work done by the animal.	**Teaching Strategy:** Select three common classroom pets and assign each to a group of students.	**Teaching Strategy:** Take students, one at a time, to door of classroom, blindfold them, and while blindfolded, have them locate their desks and sit down. (Advise students to move slowly and carefully to avoid injury.) After each child has participated, class discusses how it felt to walk through a room when they couldn't see. Have students relate their activities during a typical day and then speculate about how these activities would be different if they couldn't see or hear. Explain the work of guide dogs for the blind and deaf (see resources). Bring in an appropriate resource person if possible, or provide resource information about the programs that train and provide guide dogs for blind and/or deaf persons.
Learning Activity: Selected students write letters to organizations involved with selecting, raising and/or training of guide dogs, asking questions generated by class discussion. Then, students share responses with class.	**Learning Activity:** Students question officer about animal's life on and off the job. How is the animal's life like/unlike that of a pet dog (or horse)? After speaker leaves, students write thank you letters to the officer and his/her dog (or horse) including at least one fact they learned about the animal and its work.	**Learning Activity:** Students research biological information on assigned animal, including average life expectancy. Then students prepare charts comparing the animals' life expectancies with length of the school year. Which is longer? What happens to the pets when school ends and students go home for the summer? Even though the class no longer "needs" the pets, do the pets still have needs that must be met? Who will meet those needs? Students discuss why owning a pet is a commitment for the life of the animal.	**Learning Activity:** Students identify sights and sounds that we must be aware of in order to function in our daily activities (e.g., alarm clock, telephone, doorbell, street crossings, stairs, obstacles in our way). Then, students identify how a guide dog can be helpful in each situation.
writing letters	**crime prevention, community helpers**	**making time comparisons**	**senses, human handicaps**

resources:

LA & H/S: *Banner Forward* (J), Eva Rappaport, Dutton; *Light a Single Candle* (J), Beverly Butler, Archway; *Follow My Leader* (J), James Garfield, Viking; *A Dog For Joey* (J), Nan Gilbert, Harper & Row; *Dogs At Work* (J), James McCloy, Crown; *Cindy: A Hearing Ear Dog* (J), Patricia Curtis, Dutton; *Zora the Guide Dog*, filmstrip, Educational Activities, Freeport, NY. For additional information on guide dogs contact: Seeing Eye, Inc., Morristown, NJ 07960; Guiding Eyes for the Blind, Granite Springs Road, Yorktown Heights, NY 10598; Guide Dogs for the Blind, 350 Los Ranchitos Road, San Rafael, CA 94903; Hearing Dog Program, American Humane (see appendix).

SS: *City Horse* (J), Jack and Patricia Demuth, Dodd, Mead; *Police Dogs In Action* (J), Clarke Newlon, Dodd, Mead.

MA: "The Classroom Pet: Delight or Disaster," pamphlet, and "Small Mammal Care," booklet, American Humane Education Society (see appendix); *Why Does a Turtle Live Longer Than a Dog?* (J), Barbara Ford, Morrow.

pethood

pet animals

concept : The factors considered in pet selection can affect the welfare of the animal selected.

language arts	social studies	math	health/science
Learner Outcome: Students will identify the responsibilities involved in owning different kinds of pets. *This activity follows H/S, MA, and SS.*	**Learner Outcome:** Students will identify laws in their community that may affect pet selection. *This activity follows H/S.*	**Learner Outcome:** Students will recognize that some kinds of pets cost more to maintain than others. *This activity follows H/S.*	**Learner Outcome:** Students will identify specific physical and behavioral needs of an assigned pet.
Teaching Strategy: Instruct student groups to discuss findings from H/S, MA, and SS activities and compile lists of the most important points humans should know if they are considering choosing the animals as pets.	**Teaching Strategy:** Explain to students that there are laws in their community that affect pets or pet ownership. Have one student write to a local animal shelter or animal control officer to request a copy of the animal control and/or animal protection laws for the state, town, or county. Share with class, then discuss: Who is responsible for enforcing these laws? To what kinds of pets do they apply?	**Teaching Strategy:** Explain to students that a major factor in pet selection for many people is the cost not only of buying but also of caring for a pet. Provide students with newspaper ads or phone numbers of local pet supply stores.	**Teaching Strategy:** Divide class into groups and have each group hypothetically buy and keep a different pet. (Select pets with varying needs and requirements.) Provide students with a list of factors to be considered in pet selection (see resources) and resources from the library or community. Differentiate between physical needs (those things needed to maintain the animal's life) and behavioral needs (those things necessary to allow the animal to behave naturally, e.g., scratching post or log for cat).
Learning Activity: Student groups compile lists, then use information to prepare booklets titled "Guide to Owning a..."	**Learning Activity:** Each group assesses how the laws might affect keeping its pet. Then discuss, in addition to legal restrictions and/or regulations, what other community factors should be considered in choosing a pet (e.g., proximity of neighbors who might be affected by noise, heavy traffic area, availability of area to exercise pet, other pets in neighborhood that may be allowed to roam, etc.).	**Learning Activity:** Students list expenses involved in buying, equipping, licensing, and caring for their pet for one month, and price each item. (Be sure to include one visit to the veterinarian and shots where applicable. Expenses for dogs and cats should also include the cost of spay or neuter surgery.) Each group totals their expenditures and the class compares costs.	**Learning Activity:** Using data provided by library or community resources, each group prepares a chart listing the physical and behavioral needs of its assigned pet.
summarizing, organizing information	**laws**	**money, adding decimals**	**pet needs**

resources:

General: Factors that may affect the animal's welfare include available space and time; family members' likes, dislikes, and allergies; the economic situation; neighbors' feelings; legal restrictions; and available health care. *The Family Chooses a Pet*, 16mm film, Latham Foundation (see appendix); *Pets*, multi-media kit from the series *Sharing: You and the Animal World*, National Association for the Advancement of Humane Education (see appendix); *Choosing the Right Pet*, two-part filmstrip series, Animal Care and Education Center, P.O. Box 64, Rancho Santa Fe, CA 92067.

H/S: *All About Pets*, study prints, Instructor Publications, Dansville, NY; *All About Cats As Pets* (J), Marjorie Zaum, Messner; *All About Fish: Mickey's Aquarium Project*, 16mm film, Barr Films, Pasadena, CA. Resource agencies for information on pets include the local animal control department or animal welfare agency, veterinarians, dog or cat clubs, 4-H, county extension service, dog obedience clubs, and organizations listed in the appendix.

pethood

concept: Not all animals make good pets.

language arts	social studies	math	health/science
Learner Outcome: Through development of figurative language, students will demonstrate an understanding of the problems encountered when wild or exotic animals are kept as pets in a human environment. **Teaching Strategy:** Write the phrases "bull in a china shop" and "fish out of water" on the board. Discuss the literal and figurative meanings of each expression and explain why humans might want to use figurative language. Then discuss how the sample expressions reflect the situation of an animal living in an inappropriate environment. **Learning Activity:** Students use other wild animals to create phrases that parallel the meanings of "bull in a china shop" or "fish out of water" (e.g., elephant in a parlor, tiger without a jungle). Then students use phrases to generate short stories describing the problems faced by wild animals trying to adapt to a human world. **figurative language**	**Learner Outcome:** Students will identify some potential problems caused by keeping wild animals as pets. **Teaching Strategy:** Show the film *Me and You Kangaroo* (see resources). After the film, discuss the problems caused by the boy keeping a kangaroo as a pet. **Learning Activity:** Students discuss the movie's conclusion. What might happen to the kangaroo now? Can he take care of himself in the wild? Could a kangaroo be released in a field near your home? What might happen to it if it were? What damage might it do in the community? Students find out what native wild animals are sometimes kept as pets, and write paragraphs describing why it might be difficult to keep one of those animals as a pet. **responsibility, citizenship**		**Learner Outcome:** Students will identify natural behavior patterns of a wild animal that are disrupted when the animal is kept as a pet. **Teaching Strategy:** Help students research and create a description of a typical day in the life of a skunk in the wild. Include accounts of animals encountered, food eaten, and the habitat itself. If possible, share a book about the life of a skunk (see resources). Then ask students to describe how a skunk's life would be different if it lived with humans. Are humans the skunk's natural companions? Do wild skunks want to be around humans? What "skunk-like" things would the animal be unable to do if it lived as a pet (e.g., spray enemies, search for its own food, dig burrows, be around other skunks, mate, roam free). Elicit discussion as to why living naturally might be preferable to living with humans for a skunk or other wild animal. **Learning Activity:** Students draw pictures of a skunk in a natural setting, involved in some activity that would be impossible for the skunk to do if it were kept in a human environment. Mount pictures on a bulletin board with the theme, "Don't Make a Pet Of Me–We Animals Have Things To Do." **animal behavior**

resources:

General: *My Friend Mac* (J), Mary McNeer and Lynd Ward, Houghton Mifflin; *A Mouse To Be Free* (J), Joyce W. Warren, Camelot (Avon); *Where Should a Squirrel Live?*,16mm film, Barr Films, Pasadena, CA; *Wildlife In Your Community*, multimedia kit from the series *Sharing: You and the Animal World*, National Association for the Advancement of Humane Education (see appendix).

SS: *Me and You Kangaroo*, 16mm film, Learning Corporation of America, New York, NY.

H/S: *Skunk For a Day* (J), Roger Caras, Harcourt Brace Jovanovich; *Skunk Baby* (J), Berneice Freschet, Crowell; *What's Wrong With Being a Skunk?* (J), Miriam Schlein, Four Winds (Scholastic).

pet needs

concept : Pets depend on responsible owners to fulfill their needs.

language arts	social studies	math	health/science
Learner Outcome: Students will demonstrate an understanding of the concepts of *responsibility* and *dependency* as they relate to pet ownership.	**Learner Outcome:** Students will identify individuals in the community who can help meet the needs of their pets.	**Learner Outcome:** Students will estimate the time needed to care for a pet during a one-week period.	**Learner Outcome:** Students will recognize that pets differ from wild animals in the pets' inability to meet their own needs.
Teaching Strategy: Illustrate the concepts of *responsibility* and *dependency* by dividing class into two equal groups and blindfolding one group. Then pair students, taking one partner from each group. Plan a path around classroom or school along which sighted students must lead their blindfolded partners.	**Teaching Strategy:** List common pets on the board and help students identify needs of each kind of animal, using pet care literature if necessary (see resources). List needs under each animal's name. Then ask students to identify individuals in the community who help humans meet these needs for their pets (e.g., veterinarian, groomer, pet supply store clerk, farrier).	**Teaching Strategy:** Divide class into groups and assign each a different pet. Provide students with pet care literature and assist them in developing lists of pet needs. Have students who own pets time various pet care activities (feeding, grooming, cleaning cages or litter boxes, walking, etc.) at home. Or, bring toy animals and props to class, have students role play activities, and time each.	**Teaching Strategy:** Define *wild* and *domestic* (see resources). Explain that domestic animals have come to rely on humans to provide for most of their needs and have lost the instinctual ability to fend for themselves.
Learning Activity: Students take walk, then regroup in classroom, forming two concentric circles with blindfolded partners forming inside circle. Direct discussion, having each group describe concerns they felt when they were responsible for/dependent on the other students. Students reverse groups and repeat activity. Then discuss: In what ways are pet animals dependent on humans? What would have happened if your partner had not been responsible during the experiment? What would happen if a pet owner weren't responsible for his/her pets? Students develop a class definition of a responsible pet owner.	**Learning Activity:** Students write a job description for a pet support occupation. As a follow-up, students write applications for one of the pet support occupations, explaining why they feel they would be suitable for the job.	**Learning Activity:** Students use data gathered to create pet care timetables for each assigned animal.	**Learning Activity:** Students choose a pet animal and identify its wild counterpart (e.g., dog–wolf; cat–lion or other wild feline; canary–wild bird). Then, students draw pictures comparing how a wild animal meets its own needs and how these needs are met by humans for domestic animals.
concept development	careers, community helpers	estimating, time	comparing wild and domestic animals

resources:

General: Pet care literature is available from most local animal welfare organizations and animal control departments as well as from a number of organizations listed in the appendix. *How To Raise a Puppy and Live Happily Ever After*, 16mm film, and *The Family Chooses a Pet*, 16mm film, Latham Foundation (see appendix); *My Dog the Teacher*, 16mm film, The Humane Society of the United States (see appendix); *Sam*, 16mm film, Adelphi Productions, Garden City, NY; *Choosing the Right Pet*, two-part filmstrip series, Animal Care and Education Center, P.O. Box 64, Rancho Santa Fe, CA 92067; *Listen To Your Kitten Purr* (J), Lilo Hess, Scribner's.

LA: *All About Fish: Mickey's Aquarium Project*, 16mm film, Barr Films, Pasadena, CA.

SS: *Careers: Working With Animals* (A), Guy Hodge, Acropolis, available from The Humane Society of the United States (see appendix); *Working With Animals*, filmstrip series, Troll Associates, Mahwah, NJ; *The Veterinarian Serves the Community*, 16mm film, FilmFair Communications, Studio City, CA; *Our Friend the Veterinarian*, 16mm film, Latham Foundation (see appendix); *I Know an Animal Doctor* (J), Chika A. Iritani, Putnam's; *A Day In the Life Of a Veterinarian* (J), William Jaspersohn, Little, Brown; *Veterinarian, Doctor For Your Pet* (J), Arline Strong, Atheneum.

H/S: Definitions: *domestic animal*–an animal that has been tamed over a long period of time so that it can live with or be used by humans, and the effects of the taming process appear in its offspring; *wild animal*–an animal living and growing naturally, not controlled by humans.

pet needs

concept: Pet animals need to be trained and controlled to live safely in the human world.

language arts	social studies	math	health/science
Learner Outcome: Students will identify the main ideas presented in a book about training pets. **Teaching Strategy:** As a class, read a book about raising and training a pet (see resources). Discuss the plot and events presented in the story, focusing on those situations dealing with training. **Learning Activity:** Students write paragraphs expressing their interpretations of the main ideas in the book, and how they think the author feels about the role of training in raising a pet. Then, after reading the story, students add a paragraph describing their feelings about the responsibility of raising a pet. reading for main idea	**Learner Outcome:** Students will identify the reasons why pet control and training are important to the community as well as to the pets and their owners. **Teaching Strategy:** Explain that proper training is an important element of pet care, just like food, water, shelter, etc. Training can help the animal to live safely and happily with its human owner and in the human community. Help students identify ways in which proper, patient training can benefit (1) the pet, (2) the owner, (3) the community. **Learning Activity:** Students use information discussed to create real or imaginary "good news/bad news" situations about the problems caused in the community when pet owners don't train and control their pets. For example: "The good news is my neighbor just adopted a real nice dog from the animal shelter. The bad news is he lets it run loose." Or, "The good news is my sister keeps her cat safe at home. The bad news is it's tearing up the apartment because it hasn't been trained to use a scratching post." Then, students share situations with class. responsibility, citizenship		**Learner Outcome:** Students will recognize common pet/human situations in which basic dog obedience training would be valuable. **Teaching Strategy:** Invite a local obedience trainer or humane society representative to visit your class and give an obedience demonstration, or show a film on obedience training (see resources). Ask speaker to discuss the elements of a dog's natural behavior that play a part in obedience training and how the training can help a pet to live more safely and happily in the human world. **Learning Activity:** Students draw pictures of dogs and humans in situations that illustrate the value of proper training to the pet and its owner. pets

resources:

General: *How To Be Your Dog's Best Friend* (A), Monks of New Skete, Little, Brown; *My Dog the Teacher*, 16mm film, The Humane Society of the United States (see appendix).

LA: *Harry Cat's Pet Puppy* (J), George Selden, Yearling (Dell); *Some Swell Pup* (J), Maurice Sendak and Matthew Margolis, Farrar, Straus, Giroux.

H/S: *Heel, Sit, Stay, Down, Come*, 16mm film, Latham Foundation (see appendix).

consequences of human irresponsibility

concept: When a pet owner is irresponsible, the pet's health or life may be in danger.

pet animals

language arts	social studies	math	health/science
Learner Outcome: Students will identify the problems dogs might encounter if they have not been properly trained by their owners. **Teaching Strategy:** Identify the basic commands that a well-trained dog should respond to (sit, stay, come, down, heel, no–see resources). Ask students to give reasons why they believe it is/is not important to teach dogs these basic commands. Generate discussions about possible situations in which a dog could be injured or in danger as a result of its inability to respond to its owner's commands. Note: Most cases of dogs failing to learn commands are the result of owners' inconsistencies in training. **Learning Activity:** Students create short stories about an obedience school dropout who didn't understand one of the basic commands and the dangerous situation it found itself in as a result. Students share stories and discuss why it is important to the pet's safety that its owner properly train it. writing stories	**Learner Outcome:** Students will recognize that schools can be dangerous places for pets. **Teaching Strategy:** When not properly confined, many pets will try to follow their young owners to school. These pets may become lost, run in the street and be hit by cars, be frightened by school-yard activity and bite someone, or get hurt themselves. Discuss with students the possible dangers for a dog in the school yard. How do dogs get to school? How can owners prevent their dogs from coming to the school yard? Is the school yard as appropriate a place for dogs as for students? **Learning Activity:** Students use posters, slogans, short dramatizations, etc., to promote theme that school is a place for people, not dogs. Then, students hang their created materials around school and/or share them with other classes. school safety		**Learner Outcome:** Students will identify specific hazards to pets that correspond to the seasons of the year. **Teaching Strategy:** Have students describe what weather is like in each of the four seasons of the year. When is it hottest? Coldest? When does it rain the most? When is it windy? Discuss how the changes in the weather affect the way people live. What special adaptations do people make to help them adjust to the weather of the different seasons (e.g., air conditioning or heating, lighter or heavier clothing)? Discuss how the needs of pet animals also change from season to season. Help students to identify special dangers to pets that exist during each season of the year (e.g., winter–ice, cold; spring–heartworm, allergies; summer –heat exhaustion, hot cars, fleas, ticks; fall–beginning of colder weather, school year begins). **Learning Activity:** Students prepare and illustrate charts entitled "Pet Ownership Is a Year-round Responsibility" that list the basic responsibilities of caring for a pet plus the special considerations that must be made during the different seasons of the year. seasons, pet needs

resources:

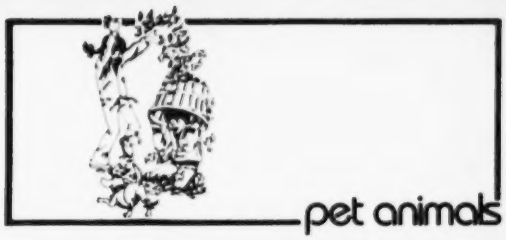
General: *Listen To Your Kitten Purr* (J), Lilo Hess, Scribner's; *Lost In the Storm* (J) and *The Accident* (J), Carol Carrick, Clarion (Houghton Mifflin); *The Thunderstorm*, 16mm film, and *The Incredible Cat Tale*, 16mm film, Learning Corporation of America, New York, NY; *The Perils Of Priscilla*, 16mm film, Churchill Films, Los Angeles, CA; *Sam*, 16mm film, Adelphi Productions, Garden City, NY.

LA: *Heel, Sit, Stay, Down, Come*, 16mm film, Latham Foundation (see appendix).

SS: *Animals Can Bite*, 16mm film, Pyramid Films, Santa Monica, CA; *The Biting Book* (J), Judi Friedman, Prentice-Hall.

H/S: *Weather*, study prints, David C. Cook Publishing, Elgin, IL.

consequences of human irresponsibility



concept: When a pet owner is irresponsible, the pet may cause problems in the human and natural environments.

language arts	social studies	math	health/science
Learner Outcome: Students will use creative writing skills to complete a story about pet owner irresponsibility. **Teaching Strategy:** Tell students the beginning of a story in which a pet causes a dangerous or bothersome situation as the result of its owner's irresponsibility. For example: 1. A dog digs under the fence to the chicken coop... 2. Someone's pet runs out in front of the car you are riding in... 3. Someone's pet knocks over your garbage can and spreads garbage all over the yard... 4. A neighbor's cat is killing all the birds at your feeder... **Learning Activity:** Students complete the story in writing, then participate in discussion of possible outcomes and what responsible actions could have been taken to prevent the situations. **writing stories, drawing conclusions**	**Learner Outcome:** Students will recognize that there are places in their community that are inappropriate or unsafe for pets. **Teaching Strategy:** Discuss what places in the community are not appropriate for pets, either because of potential danger to humans or potential danger to the pet (e.g., stores, offices, downtown areas). Talk about what happens when a dog comes into the school yard or the school building. **Learning Activity:** Students write a description, from a dog's point of view, of the school and school yard and the things and humans that may be encountered there. What similar problems could occur for a pet in a store? An office building? At a sporting event? **citizenship, school safety**		**Learner Outcome:** Students will identify ways in which uncontrolled pets can be dangerous to wildlife. **Teaching Strategy:** Show students pictures of native or familiar wildlife (e.g., deer, squirrels, rabbits, birds, snakes). Ask them to describe ways that uncontrolled pets could threaten these wild animals (e.g., killing birds or other small animals, chasing and fighting wild animals, destroying habitats, digging up wild animals' burrows). Discuss the fact that pets are not part of the natural predator/prey relationship found in the wild. **Learning Activity:** Students create mural on display board showing the different ways pets can be dangerous to wildlife. Then students create a list of rules that pet owners should follow to make sure that their pets don't bother wildlife. Students post rules on mural. **ecology**

resources:

H/S: *Basic Science Series Study Prints* (Group 1 and Group 2), *Animals Of Land and Sea Study Prints*, and *Animal Life Study Prints*, SVE, Chicago, IL; *Audubon Cat* (J), Mary Calhoun, Morrow.

consequences of human irresponsibility

concept: Excessive breeding of dogs and cats causes pet overpopulation problems.

pet animals

language arts	social studies	math	health/science
Learner Outcome: Students will identify the characters, sequence of events, and main idea in a story about the problems of homeless pets.	**Learner Outcome:** Students will identify problems of pet overpopulation in their own community.	**Learner Outcome:** Students will recognize that raising puppies or kittens can be as costly as spaying a pet to prevent unwanted litters.	**Learner Outcome:** Students will recognize that pet overpopulation causes problems in the human and natural environments.
Teaching Strategy: Explain to students that because more puppies and kittens are born than there are homes available, many are left alone without homes and must fend for themselves. Have students read a book or watch a filmstrip about a homeless pet (see resources) and elicit discussion about the story. What is the story about? Who are the main characters? What happens to them?	**Teaching Strategy:** Instruct students in how to conduct a survey. Help class to prepare a survey of several questions dealing with pet overpopulation. Possible questions: (1) Do you own or have you ever owned a pet? (2) Did your pet give birth to offspring? How many? What happened to them? (3) Is your pet spayed or neutered? Why or why not? (4) Have you ever adopted a homeless animal from a humane society or animal shelter? Distribute several copies of survey to each student.	**Teaching Strategy:** Suggest the neutering of pet animals as a solution to the pet overpopulation problem. Explain that a major reason why many people do not neuter their pets is because of the expense involved. Help students make list of expenses that might be incurred in caring for a litter of 6 puppies (e.g., veterinarian bills, shots, food).	**Teaching Strategy:** Elicit discussion on the meaning of the word *overpopulation* and what conditions exist when there is overpopulation of humans on a land area (e.g., scarcity of food, crowded living conditions, lack of jobs). List these conditions and relate to conditions that exist when there is overpopulation of domestic dogs and cats (lack of homes, scarcity of food).
Learning Activity: Students draw pictures illustrating scenes from the story and write captions describing the scenes they illustrate. Display pictures with the book in the school library for other students to share.	**Learning Activity:** Students survey persons in their neighborhood, asking the prepared questions and recording answers. In class, collect complete surveys and summarize results in a chart or list. Students discuss what implications the results have for the community.	**Learning Activity:** Students contact veterinary hospitals or clinics in the area to determine average cost of a spay operation. Then, students price items on list of expenses for puppies and compute total. Compare figures. Which is more/less? If it is cheaper to raise one litter of puppies, how many litters would the dog have to have before it would be cheaper to have her spayed? As a follow-up, students contact local authorities to see if license fees are cheaper for spayed animals. If so, deduct the savings from the spaying fee. Now how do the figures compare? What are other (non-financial) benefits of neutering pets?	**Learning Activity:** Students determine basic needs of (1) humans and (2) domestic animals, and list them in two columns on the board. Discuss why overpopulation of humans/pets makes these needs harder to fulfill. What effects does human overpopulation have on the environment (e.g., overproduction of land for food, habitat destruction, pollution)? What effects does pet overpopulation have (e.g., fecal contamination, property damage, bites, spread of disease)? How can these problems be lessened or avoided?
identifying main idea	**citizenship**	**money, averaging, adding decimals**	**ecology, overpopulation**

resources:

General: Literature on the pet overpopulation problem is available from most local animal shelters and animal welfare agencies as well as from The Humane Society of the United States (see appendix). "Yours Is the Only Family He Needs" and "You Are the Only Family She Needs," posters, The Humane Society of the United States (see appendix).

LA: *Wild Dogs Three* (J), Michael W. Fox, Coward, McCann, Geoghegan; *Wild Cat* (J), Robert Newton Peck, Camelot (Avon); *Just a Dog* (J), Helen Griffiths, Pocket Books (Simon & Schuster); *Listen To Your Kitten Purr* (J), Lilo Hess, Scribner's; *Nobody's Cat* (J), Miska Miles, Little, Brown; *A Home Is Belonging To Someone*, filmstrip, Boulder County Humane Society, 2323 55th Street, Boulder, CO 80301.

consequences of human irresponsibility

concept : Abandoned pets are the products of irresponsible owners.

pet animals

language arts	social studies	math	health/science
Learner Outcome: Students will identify the main ideas in a book about pet abandonment. **Teaching Strategy:** Ask students to share positive feelings they have for their pets. Explain that some people don't care as much for their pets and often decide, for one reason or another, to get rid of the animals. Discuss responsible alternatives for giving up a pet (finding another *good* home, taking the animal to a shelter). Introduce abandonment as an irresponsible alternative. Provide students with books about the lives of abandoned animals (see resources). **Learning Activity:** Students each choose and read one of the books provided. Then, students pretend they are the authors and answer questions about the books posed by other students. **reading for main idea, summarizing, conducting interviews**	**Learner Outcome:** Students will recognize the responsible and irresponsible alternatives for care of a pet during vacations. **Teaching Strategy:** Elicit discussions about students' vacations, including where they have gone, how they traveled, and preparations they made for the trip. Explain that pets are family members that must often be left behind during vacations. Show film *The Perils of Priscilla* (see resources). Identify reasons why the arrangements Priscilla's owners made for her care were irresponsible. Help students make a list of responsible alternatives for housing pets during vacations (e.g., kennels, with friends, at home with sitter, taking the pet along if proper facilities are available). **Learning Activity:** Students draw pictures of safe pets whose owners have chosen a responsible alternative for housing them during the family vacation. **responsibility**		**Learner Outcome:** Students will identify solutions to pet behavioral problems that might otherwise lead to abandonment of the pets by their owners. **Teaching Strategy:** Generate discussion about problems poorly behaved pets sometimes cause around a home (e.g., destroying furniture or clothes, knocking things over, getting underfoot, barking, crying, jumping on people, scratching, chewing). Explain that some people get angry when pets misbehave and get rid of them, often by abandoning them to fend for themselves. Is this fair? Can pets be expected to know how to act if they aren't trained properly? Would training pets to behave be a better alternative than abandoning them? **Learning Activity:** Students each choose a common pet behavioral problem and use pet training books (see resources) or contact a local obedience trainer to learn the proper *humane* way to solve the behavioral problem. Use findings to make a class book on pet training. **pets, animal behavior**

resources:

LA: *Abandoned* (J), G.D. Griffiths, Yearling (Dell); *Summerdog* (J), Thom Roberts, Camelot (Avon); *The Foundling* (J), Carol Carrick, Clarion (Houghton Mifflin); *The Cat That Overcame* (J), Helen LaPenta, Scholastic; *Wild Cat* (J), Robert Newton Peck, Camelot (Avon); *Wild Dogs Three* (J), Michael W. Fox, Coward, McCann, Geoghegan.

SS: *The Perils Of Priscilla*, 16mm film, Churchill Films, Los Angeles, CA; "Touring With Towser," booklet, Gaines Dog Research Center, 250 North Street, White Plains, NY 10625.

H/S: *Underdog* (A), Mordecai Siegal and Matthew Margolis, Stein & Day; *Training You To Train Your Dog* (A), Blanche Saunders, Doubleday; *Behavior Problems In Dogs* (A), William E. Campbell, American Veterinary Medical Association, 600 S. Michigan Avenue, Chicago, IL 60605; *How To Be Your Dog's Best Friend* (A), Monks of New Skete, Little, Brown; *Some Swell Pup* (J), Maurice Sendak and Matthew Margolis, Farrar, Straus, Giroux; *Harry Cat's Pet Puppy*, (J), George Selden, Yearling (Dell).

wild animals

Out of sight and out of mind, wild animals are of little or no concern to many humans. Often unaware of the detrimental effects of their actions on the environment, humans shape and alter the world to fit their own needs. As a result, they interfere with the balance of nature essential to a healthy environment. Some humans have more direct contact and involvement with wild animals, but view them only in terms of the profits or recreation they provide. Both the unintentional and the direct activities can have the same result–tremendous problems for the wild animals that share the earth.

The activities in this section are designed to help students understand the interconnection and interdependency of all living things, identify the problems caused by human interference in the natural environment, and recognize their responsibility for maintaining a healthy environment for both humans and animals.

nature's interdependence

concept : Humans share the earth with other animals.

language arts	social studies	math	health/science
Learner Outcome: By creating riddles, students will demonstrate an understanding of an animal's habitat. *This activity follows H/S.* **Teaching Strategy:** Ask each student to select an animal from the H/S activity and write a riddle about it that includes its continent and habitat as clues (e.g., I'm an animal that lives in Australia. I feel safest when I'm in a tree. Some people say I look like a teddy bear, but I'm really not a bear! What am I?). **Learning Activity:** Students each select an animal and write a riddle as above. Then, take turns presenting to class and having others guess answer. writing riddles	**Learner Outcome:** Students will identify animal habitats within their community. **Teaching Strategy:** Plan a walking field trip around your school that includes as many animal habitats as possible (e.g., fields, sand lots, parks, streams, wooded areas, ponds). Before trip, show the film *A Crack In the Pavement* or the filmstrip *Animals Near Your Home* (see resources). Discuss different places where students see animals regularly. Define the purpose of the field trip: To observe and list as many different animals as possible living in the community. Caution students not to try to catch or disturb the animals. Assist students by focusing attention on areas such as the eaves of buildings, under rocks or logs, behind drain-pipes, the underside of leaves, the cracks of sidewalks or playgrounds. **Learning Activity:** Students look for and identify different animals during the field trip and record the kinds of animals observed and the places where they were found. Students take photographs during field trip or draw pictures of animals sighted. Upon return to classroom, students review and discuss the list of animals and any unusual places that animals were observed. Students label each picture with the name of the animal and a description of where it was found. Then, use information gathered to make class booklet entitled, "Animals That Share Our Community." communities		**Learner Outcome:** Students will identify the natural habitats of a selection of indigenous and foreign wild animals. **Teaching Strategy:** Provide students with pictures of various wild animals, including in your selection native wildlife, other North American animals, and animals found on other continents (or in the ocean). Help students identify the name of each animal. Assign each animal to a student or group of students and provide library or classroom resources containing basic information on the animals discussed. **Learning Activity:** Students use resources to research assigned animal. Then, students use information gathered to make a card for each animal including the animal's name, a brief description of its habitat, the continent(s) where it may be found, and at least one interesting fact about its characteristics or behavior. Students display cards with pictures on a bulletin board with theme, "Animals Live All Over the World." animal homes

resources:

General: *Places Where Plants and Animals Live*, filmstrip series, National Geographic Society, Washington, DC; *Teaching Aids For Living and Learning: Animals Around the World* and *Birds*, language arts units, National Association for the Advancement of Humane Education (see appendix).

LA & H/S: *Kingdom Of the Animals*, filmstrip, and *Animal Homes*, multi-media kit, National Geographic Society, Washington, DC; *Animals Of Land and Sea Study Prints*, SVE, Chicago, IL; *The International Wildlife Encyclopedia* (A), Maurice and Robert Burton, eds., Cavendish.

SS: *What We Find When We Look Under Rocks* (J), Frances Behnke, McGraw-Hill; *Animals In Your Neighborhood* (J), Seymour Simon, Walker; *Ecology For City Kids* (A), Erica Fielder and Carolyn Shaffer, San Francisco Ecology Center, 13 Columbus Avenue, San Francisco, CA 94111; *A Teachers' Guide: Ten-Minute Field Trips Using the School Grounds For Environmental Studies* (A), Helen Ross Russell, Ferguson; *Sharing Nature With Children* (A), Joseph Bharat Cornell, Ananda; *A Crack In the Pavement*, 16mm film, FilmFair Communications, Studio City, CA; *Watch Out For My Plant*, 16mm film, Learning Corporation of America, New York, NY; *Animals Near Your Home*, filmstrip from the series *Animals Around You*, National Geographic Society, Washington, DC.

nature's interdependence

concept: In nature all things, living and non-living, are connected.

language arts	social studies	math	health/science
Learner Outcome: By writing news stories, students will demonstrate an understanding of the relationship between an animal and its environment. **Teaching Strategy:** Provide students with newspapers. Choose an article and share it with class, pointing out "who, what, where, when, why" information. Read students *The Lorax* (see resources). Elicit discussion about who was affected when the Once-ler cut down all the Truffula Trees. **Learning Activity:** Using news writing techniques, students pretend they are reporters and write stories about what happened when the Truffula Trees were all cut down. Stories should illustrate the interdependence of elements within a habitat. writing news stories	**Learner Outcome:** Students will recognize that human actions such as vandalism can affect animals and the environment. **Teaching Strategy:** Define *vandalism* for students and elicit discussion about student experiences with the problem (e.g., what examples of vandalism they have seen, who they think participates in vandalism, why they think people vandalize, how they feel about the problem). Then ask students who or what might be hurt/affected by some of the examples of vandalism discussed. Show film *The Boy Who Liked Deer** (see resources). After film discuss other acts of vandalism that might affect animals and/or the human and natural environments (e.g., breaking glass or windows, tearing down fences, painting buildings, carving on trees). Explain that littering is also a form of vandalism and is a major threat to animals (e.g., birds caught in fishing line, animals strangled in plastic six-pack holders, pets cut on broken bottles or cans). *Note: In order to make effective use of this film, preview it before showing and consult the accompanying teaching guide. **Learning Activity:** Students create posters and slogans illustrating the effects vandalism can have on other humans, animals, and the environment. citizenship, vandalism		**Learner Outcome:** Students will recognize that all animals depend on other animals or plants for sustenance. **Teaching Strategy:** Provide yarn and animal name signs. Assign each of twelve students the following roles: 1 sun 5 plants 3 herbivores—field mice 2 carnivores—foxes 1 omnivore—bear Use strands of yarn to attach each player to every other player who represents something that his/her plant or animal might eat and/or derive energy from (i.e. sun to plants, plants to mice, mice to foxes, bear to mice and plants). Explain connections and what plants/animals draw from each other. (Remember that plants derive nutrients from animal waste and decaying plant/animal matter so the animals are "food sources" for the plants as well as vice versa.) **Learning Activity:** Pose question: What would happen if any one element in the food web disappeared? Students not involved in web cut the yarn to represent the loss or disappearance of one plant or animal in the web. All plants or animals that depend on that item for food or population control must then be cut. Continue until all have been affected, illustrating the connection of all facets of nature. **natural cycles, food chains**

resources:

General: *Manure To Meadow To Milkshake* (A), handbook of environmental activities, Eric Jorgensen, Trout Black, and Mary Hallesey, Hidden Villa Environmental Education Project, Drawer A-H, Los Altos, CA 94022; *Sharing Nature With Children* (A), Joseph Bharat Cornell, Ananda; *How Living Things Depend On Each Other*, filmstrip, National Geographic Society, Washington, DC.

LA: *The Lorax* (J), Dr. Seuss, Random House.

SS: *The Boy Who Liked Deer*, 16mm film, Learning Corporation of America, New York, NY.

human responsibilities

concept : Humans have the responsibility to preserve and allow for the development of natural habitats for wildlife.

language arts	social studies	math	health/science
Learner Outcome: Using information presented by a guest speaker or in a filmstrip, students will identify reasons why humans need to preserve natural habitat areas for animals. **Teaching Strategy:** Invite a representative from a local natural science center or wildlife sanctuary to speak to class about threats to wildlife habitat or show the filmstrip *Animals Of the Forest* (see resources). **Learning Activity:** Following presentation or filmstrip, students make a list of threats to wildlife habitats and discuss what humans can do to protect the habitats. Then, each student writes a paragraph explaining why he/she thinks it is important to preserve natural habitat areas. **identifying main idea, drawing conclusions**	**Learner Outcome:** Students will recognize that humans and other animals can share the habitat in their community. **Teaching Strategy:** Ask students to describe the habitat in the school neighborhood. List specific elements (e.g., kinds of trees and plants, types of soil, bodies of water, temperature) on board. Discuss which animals coexist in their neighborhood. Could they make changes in the neighborhood or surrounding area that would allow for other animals to live there? What kinds of changes? How would these changes affect the people who live in the neighborhood? **Learning Activity:** Students make a map of neighborhood showing existing habitats and the animals that might live there. Make second map showing what new habitats they would create if they could make changes. **communities, conservation**		**Learner Outcome:** Students will identify the components of a habitat. **Teaching Strategy:** Identify the integral parts of a habitat by giving examples (e.g., air, shelter, protection from enemies, access to food and water). Help students identify components of a human habitat (house, family, food, clothing, furnishings). Then select a familiar local wild animal and help students formulate a description of its habitat. How are the homes (habitats) alike? How are they different? Provide materials for construction of model habitats. **Learning Activity:** With help from teacher, students construct simple model habitats for a human and for the wild animal discussed. Then discuss: Who protects the human's home? Who protects the animal's home? **animal homes**

resources:

General: *Places Where Plants and Animals Live*, filmstrip series, National Geographic Society, Washington, DC; *Animal Habitats*, study prints from the series *Animal Life Study Prints*, and *Ecology In Nature's Communities*, study print series, SVE, Chicago, IL.

LA: *Animals Of the Forest*, multi-media kit from the series *Sharing: You and the Animal World*, National Association for the Advancement of Humane Education (see appendix); "Wildlife At Home," chapter from *Living With Animals* (J), American Humane Education Society (see appendix).

SS: *Animals In Your Neighborhood* (J), Seymour Simon, Walker; *The Survivors: Enduring Animals Of North America* (J), Jack Denton Scott, Harcourt Brace Jovanovich; *Secret Neighbors: Wildlife In a City Lot* (J), Mary Adrian, Hastings House; *Animals Near Your Home*, filmstrip from the series *Animals Around You*, National Geographic Society, Washington, DC.

human responsibilities

concept: Humans have the responsibility to maintain a healthy environment for humans and other living things.

language arts	social studies	math	health/science
Learner Outcome: Students will recognize that noise pollution can affect the environment. **Teaching Strategy:** Assign students a writing exercise (any assignment will do). While students are working, make disturbing and distracting noises (e.g., playing radio loudly, banging on desk, dropping things, talking loudly to one student). **Learning Activity:** After students complete assignment and teacher explains that noise was intentional, students discuss problems they had in concentrating and effect of noise "pollution" on the quality of their work. How many were able to "tune out"? What kind(s) of noise pollution exist in their neighborhood? How does it affect them? How might it affect animals?	**Learner Outcome:** Students will recognize that litter makes their community environment unhealthy for humans/animals. **Teaching Strategy:** Lead discussion about human litter and its effect on the environment. What potential dangers does excessive litter present for humans/animals (e.g., getting cut on broken glass, getting tangled in wire or string, spread of disease in garbage)? How does it make you feel to see your community or natural areas littered? **Learning Activity:** Students conduct litter pick-up in neighborhood or on school grounds. After litter has been picked up, students discuss the types of trash found and how it might affect humans/animals (e.g., broken glass, pop tops, cans, wire, string, plastic six-pack holders).	**Learner Outcome:** Students will weigh litter and compute potential income from recycling neighborhood trash. *This activity follows SS.* **Teaching Strategy:** Explain to students that some litter or trash can be recycled into new, usable products. Contact local recycling center/organization for list of items they will accept and prices per pound per item. Provide scale and containers for sorting trash. **Learning Activity:** Students sort and weigh litter and, with help from teacher, compute amount to be made by recycling the litter. Discuss: Why is recycling good for the environment? For humans? For other animals?	**Learner Outcome:** Students will illustrate the effects of an oil spill on the environment. **Teaching Strategy:** Provide resources from wildlife rehabilitation centers or environmental protection groups about the effects of oil spills (see resources). Provide three glass jars and motor oil. **Learning Activity:** Students prepare three jars: one with clean water, one with 7/8 water and 1/8 oil, and one with 1/2 water and 1/2 oil. Students dip their hands and/or discarded bird feathers into each jar and compare what happens and how it feels. Discuss the implications for ocean birds and sea creatures following an oil spill.
making inferences	citizenship, responsibility	weights, money, multiplying whole numbers	ecology

resources:

General: *The Wump World* (J), Bill Peet, Houghton Mifflin; *The Lorax* (J), Dr. Seuss, Random House.

SS & MA: "Pollution Pointers For Elementary Students," project list, "Community Clean-Up Campaign Check List," and "Organizing an Anti-Litter Project With Steel Drums and Pails," pamphlets, Keep America Beautiful, 99 Park Avenue, New York, NY 10016; *Manure To Meadow To Milkshake* (A), handbook of environmental activities, Eric Jorgensen, Trout Black, and Mary Hallesey, Hidden Villa Environmental Education Project, Drawer A-H, Los Altos, CA 94022.

H/S: "Close-Up Report On Oil-Soaked Birds," pamphlet, The Humane Society of the United States (see appendix); *Saving Oiled Seabirds*, (A), International Bird Rescue Research Center, c/o Parcel Post Station, Aquatic Park, Berkeley, CA 94710; Office of Ecological Services, U.S. Fish and Wildlife Service, Department of Interior, Washington, DC 20240.

human responsibilities

concept: Humans have the responsibility to allow wild animals in captivity to live as naturally as possible.

language arts	social studies	math	health/science
Learner Outcome: Students will use the information provided in a book about zoos to define the function of the zoo as an education and conservation center. **Teaching Strategy:** Ask students: What is a zoo? Why do we have zoos? What types of animals live in the zoo? Where do these animals come from? Define one of the primary functions of a zoo as *education*, providing humans with a place where we can learn about animals and how they live (see resources). Read a book (see resources) that describes the function of the zoo as an education and conservation center and discusses the importance of natural habitat exhibits. After reading the book, discuss how natural habitats benefit the animals and make the zoo more educational for humans. **Learning Activity:** Students summarize the information provided in the book, including in the summaries answers to the questions: What is a zoo? Why do we have zoos? and Why it is important to provide natural habitat exhibits for zoo animals?	**Learner Outcome:** Students will recognize how human visitors can disturb the living environment of captive wildlife. *This activity follows LA.* **Teaching Strategy:** Arrange for a visit to a local zoo, aquarium, or natural science center. Have students observe signs posted to instruct visitors on proper behavior around animals. Ask a representative of the facility to discuss some of the problems human visitors cause for the animals (e.g., vandalism, feeding improper or non-food items, noise, trash). **Learning Activity:** Upon return to class, students compose list of good manners for visiting a wildlife facility. Then copy the list and make it available to other classes that may want to visit the zoo, or send to zoo officials to share with other visitors.	**Learner Outcome:** Students will understand the concept of space as it relates to the living area of captive ants. **Teaching Strategy:** Capture two ants from the school yard and place in a large jar with a small crust of bread, a lid with a few drops of water, and a stick to climb on. Release ants to same location upon completion of activity (10 to 15 minutes). **Learning Activity:** Students observe the ants' behavior and discuss their needs. Did they stay together or apart? Did they use all available space or part of it? Would they need more, less, or the same space if they could fly? Would they need more, less, or the same space if they were bigger?	**Learner Outcome:** Students will demonstrate an understanding of the environmental needs of a captive wild animal. *This activity follows SS.* **Teaching Strategy:** Prior to zoo visit, have each student choose one of the animals to be seen and use library resources to research its natural home and behavior. Following zoo visit, discuss the different exhibits seen and identify the ways in which they were like/unlike the animals' natural homes. Instruct students to bring in shoe boxes and provide art supplies and wildlife resources. **Learning Activity:** Students construct shoe-box dioramas illustrating natural habitat exhibits for their chosen animals. The natural habitat exhibits should include provisions for adequate space, temperature, privacy, social needs, etc.
identifying main idea, summarizing, concept development	**community agencies, responsibility**	**spatial relationships, more than/less than**	**animal homes and behavior**

resources:

General: *Zoo Animals*, filmstrip from the series *Animals Around You*, and *Look At Zoos*, 16mm film, National Geographic Society, Washington, DC; *Who's Who In the Zoo?*, 16mm film, Centron Films, Lawrence, KS.

LA: *Zoos Without Cages* (J), Judith Rinard, National Geographic Society; *Going To the Zoo With Roger Caras* (J), Roger Caras, Harcourt Brace Jovanovich; *Zoos In the Making* (J), Dorothy E. Shuttlesworth, Dutton; *Life In Zoos and Preserves* (J), Wild, Wild World Of Animals Series, Time-Life; *City Of Birds and Beasts* (J), Jack Denton Scott, Putnam's.

human interference

concept: Humans often destroy wild animal habitats.

language arts	social studies	math	health/science
Learner Outcome: Through creative writing, students will demonstrate an understanding of the effects of habitat destruction on an animal. *This activity follows H/S.*	**Learner Outcome:** Students will recognize that decisions to develop land for human use often result in the disturbance or destruction of wild animal habitats.		**Learner Outcome:** Students will identify the animals that are affected by the destruction of a forest habitat.
Teaching Strategy: Assign the animals identified in the H/S activity to students or small groups of students.	**Teaching Strategy:** Display a picture of an undeveloped tract of meadow land. Instruct students to pretend that they are owners of 5 acres of that land.		**Teaching Strategy:** Help students identify animals that live in a forest in your state or region.
Learning Activity: Students research the assigned animal and write a short story about what happens to the animal when a construction crew comes to start clearing the forest. Include in the story descriptions of the animal, its behavior, and the things that make up its habitat (see resources).	**Learning Activity:** Students draw up plans for how they would use their land (e.g., build a house, build a shopping center, make a park, leave it as wilderness). Class compares plans, then discusses how the animals that had lived in the meadow would be affected. Would they be forced to move elsewhere? What if there were nowhere else for them to go? Should the animals be taken into account when land development is being considered? Why or why not? Could something be developed that would suit human needs and still allow for preservation of animal habitat?		**Learning Activity:** Students create a class mural of a forest habitat, including all of the animals that might be found there. Then, class discusses how each animal would be affected by a human development project in the forest, such as a: 1. shopping center 2. factory 3. condominium complex 4. individual home Can these projects be built so that they would not disturb the forest habitat? How? Discuss how each project might be designed so that it would have the least environmental impact.
writing stories	preserving natural resources		animal homes

resources:

LA: *The Wump World* (J), Bill Peet, Houghton Mifflin; *The Lorax* (J), Dr. Seuss, Random House; *Farewell To Shady Glade* (J), Bill Peet, Houghton Mifflin.

H/S: *The Mountain* (J), Peter Parnall, Doubleday; *The Forest* (J), Peter Farb, Time-Life; *A Walk In the Forest*, 16mm film, Pyramid Films, Santa Monica, CA.

human interference

concept: Some species of animals have become endangered or extinct as the result of human interference.

language arts	social studies	math	health/science
Learner Outcome: Students will recognize that the bald eagle, our nation's symbol, is an endangered animal.	**Learner Outcome:** Students will explore the history of the American bison and recognize that human interference almost caused its extinction.		**Learner Outcome:** Students will identify the different ways that human interference threatens the survival of many animal species.
Teaching Strategy: The bald eagle, national symbol of the United States, is listed on the U.S. Endangered Species list. Discuss with students the reasons the bald eagle was originally selected to represent the United States. Help students develop a list of adjectives that describe the qualities of the bald eagle relevant to its selection as the national symbol. Discuss the irony in the fact that the nation's symbol is an endangered species. What does this symbolize? (Our country's vast natural resources, on which the country was built, are endangered.)	**Teaching Strategy:** Supply information sources on the American bison (see resources). Discuss how the bison and the Plains Indians lived in harmony before the settlers came and upset the balance, and the reasons the settlers killed so many of the bison.		**Teaching Strategy:** Elicit discussion of ways human interference can cause animal species to become endangered or extinct (e.g., habitat destruction, excessive hunting, pollution, pesticides). List these on the board and for each item list a corresponding animal species that has become endangered as the result of that type of human interference (e.g., habitat destruction–wolves, California condors; excessive hunting–whales, tigers; pollution and pesticides–California brown pelicans, peregrine falcons).
Learning Activity: Students discuss what qualities possessed by the bald eagle make it an appropriate national symbol, then investigate ways the bald eagle has been used to represent the U.S. Would this symbol lose its meaning if the bald eagle becomes extinct? Students create posters centering on the theme of protecting our national symbol and display them throughout school.	**Learning Activity:** Students explore factual accounts of the history of the American bison, including: (1) its relationship with the Plains Indians (Settlers knew that if they killed most of the bison, the native Americans would have to move elsewhere to find food and the settlers could claim the land for their settlements.); (2) its destruction by the settlers; and (3) the efforts that Americans have made to save it from extinction. Then students, as a class, create a timeline/mural that describes and illustrates significant events and time periods in the history of the American bison. Follow with discussion of present situation of the American bison.		**Learning Activity:** After discussion of dangers faced by animal species as the result of human interference, students suggest characteristics an animal must have to make it "extinction-proof" and safe from the different forms of human interference. Then, each student uses these characteristics to design his/her own extinction-proof animal, drawing a picture of the animal and writing a paragraph describing significant characteristics given to the animal and why they would protect it from extinction. Then discuss: Why is there no such thing as an "extinction-proof" animal in real life?
symbolism	American history		**endangered animals, animal adaptations**

resources:

General: For information on endangered animals, write Office of Endangered Species, Fish and Wildlife Service, U.S. Department of the Interior, Washington, DC 20240, or contact Animal Welfare Institute, Center for Action on Endangered Species, Center for Environmental Education, The Humane Society of the United States, Defenders of Wildlife, World Wildlife Fund, or National Wildlife Federation (see appendix for addresses). *Wildlife Alert! The Struggle To Survive* (J) and *Vanishing Wildlife Of North America* (A), Thomas B. Allen, and *Animals In Danger: Trying To Save Our Wildlife* (J), National Geographic Society; *And Then There Were None* (J), Nina Leen, Holt, Rinehart & Winston; *Vanishing Species* (J), Ron Wilson, Chartwell House; *Wildlife In America* (A), Peter Matthiesson, Viking; *Endangered Animals*, study prints, Instructor Publications, Dansville, NY; *Saving Our Wild Animals*, two-part filmstrip series, National Geographic Society, Washington, DC; *Extinct, Endangered, and Threatened*, filmstrip series, Pomfret House, Pomfret Center, CT.

SS: *Wonders Of the Bison World* (J), Sigmund Lavine and Victor Scurro, Dodd, Mead; *World Of the Bison* (A), Ed Park, Lippincott; *Lost Wild America* (A), Robert McClung, Morrow.

human interference

concept : Humans have different attitudes about the killing of animals for sport or profit.

language arts	social studies	math	health/science
Learner Outcome: Students will interpret the moral in a fable that deals with the killing of lions.	**Learner Outcome:** Students will identify consumptive and nonconsumptive uses of wildlife.		**Learner Outcome:** Students will recognize that excessive hunting or trapping has resulted in the extinction or endangerment of some wild animal species.
Teaching Strategy: Show film, or read book, *Lafcadio, The Lion Who Shot Back* (see resources). Explain that *Lafcadio* is a *fable*, a story with a moral. Generate discussion about what the moral might be in this story. Then, discuss with students: How did the hunters view the lions? Why did they want to kill the lions? What did they plan to do with the lions after they killed them? Do you think this is a good reason to kill a lion? The hunter saw Lafcadio according to a stereotype of what he thought lions were like. What adjectives did he use to describe lions? Which of these are incorrect? How did the hunter's beliefs affect the way he acted toward Lafcadio and the other lions?	**Teaching Strategy:** Explain that many humans enjoy exploring nature and wildlife but do it in different ways. Help students make a list of activities humans participate in that involve wildlife (e.g., fishing, bird-watching, hunting, trapping, wildlife photography, wildlife study). How does the way people relate to the wildlife differ for each activity? Explain that the *consumptive* use of wildlife involves taking of an animal's life, while *nonconsumptive* use of wildlife leaves the animals unharmed. Help class identify which of the activities mentioned are consumptive and which are nonconsumptive. Ask students to relate experiences they have had in which they enjoyed wild animals in a nonconsumptive way.		**Teaching Strategy:** Write *extinct* and *endangered* on the board. List the dodo, great auk, passenger pigeon, Caribbean monk seal, Atlantic gray whale, Barbary lion, California grizzly bear and Carolina parakeet under *extinct*. List any currently endangered animals under *endangered* (see resources). Have each student choose an animal from either list. Lead discussion about factors that contribute to the demise of a species (e.g., habitat destruction, excessive hunting/trapping, pollution, pesticides).
Learning Activity: Students develop a list of adjectives that more accurately describe lions, then discuss: Why do people hunt lions? Do you think lions should be allowed to live free or be killed and used as rugs, pieces of clothing, trophies or other products designed for human use? Is killing a wild animal for a luxury product justifiable? Why/why not? What are the alternatives? Students write their own morals for *Lafcadio, the Lion Who Shot Back* and share with class.	**Learning Activity:** Students make posters that illustrate humans involved in one of the nonconsumptive uses of wildlife.		**Learning Activity:** Students research current status of their chosen animals and how they became extinct/endangered, then prepare one-page illustrated status reports and display. As a class, students discuss: What animals became extinct/endangered as the result of excessive hunting/trapping? Are any species still threatened by excessive hunting/trapping today? Which ones? How do the federal laws pertaining to endangered species protect those species from hunters and trappers? Are the laws sufficient? Do you think endangered species should be hunted/trapped? What about species that are not endangered? Give reasons.
reading for or identifying main idea, adjectives	**preserving natural resources**		**endangered animals**

resources:

LA: *Lafcadio, The Lion Who Shot Back*, 16mm film, Learning Corporation of America, New York, NY; or *Lafcadio, The Lion Who Shot Back* (J), Shel Silverstein, Harper & Row.

H/S: For information on endangered animals, write Office of Endangered Species, Fish and Wildlife Service, U.S. Department of the Interior, Washington, DC 20240, or contact Animal Welfare Institute, Center for Action on Endangered Species, Center for Environmental Education, Defenders of Wildlife, The Humane Society of the United States, World Wildlife Fund, or National Wildlife Federation (see appendix for addresses). *Wildlife Alert! The Struggle To Survive* (J) and *Vanishing Wildlife Of North America* (A), Thomas B. Allen, and *Animals In Danger: Trying To Save Our Wildlife* (J), National Geographic Society; *And Then There Were None* (J), Nina Leen, Holt, Rinehart & Winston; *Vanishing Species* (J), Ron Wilson, Chartwell House; *Wildlife In America* (A), Peter Matthiesson, Viking; *Endangered Animals*, study prints, Instructor Publications, Dansville, NY; *Saving Our Wild Animals*, two-part filmstrip series, National Geographic Society, Washington, DC; *Extinct, Endangered, and Threatened*, filmstrip series, Pomfret House, Pomfret Center, CT.

farm animals

The American farm has changed radically during the last fifty years. Almost four billion chickens, cattle, and pigs are now processed by the livestock industry in the United States each year. Many small farms have been replaced by large meat-, milk-, and egg- producing operations. While some farm animals still have the relative freedom of a field or barn, many of the animals that provide our food products are kept indoors throughout their entire lives. This intensive confinement can prohibit the animals' exercising their natural behaviors and can cause suffering and reduced resistance to disease.

The activities that follow are designed to help students identify the ways in which humans use farm animals, understand the physical and behavioral needs of the animals, and explore the potential effects of some farming practices on the animals and on the environment.

use of farm animals

concept: Humans raise and keep farm animals to fulfill physical needs.

language arts	social studies	math	health/science
Learner Outcome: Students will write riddles about farm animals to identify the products derived from each. **Teaching Strategy:** Help students identify the many products that humans obtain from farm animals. Use examples from classroom, students' clothing, and lunchroom menu. List on board different farm animals and examples of products derived from each. **Learning Activity:** Each student chooses his/her favorite farm animal and writes a riddle about it, describing the animal and the way(s) in which it is used by humans. Share riddles with class to see if other students can guess each animal.	**Learner Outcome:** Students will identify a variety of food items that come from animals. **Teaching Strategy:** Show students pictures of some common foods that come from animals (milk, cheese, eggs, meat) and have them identify the animal source of each. Then introduce examples of some less obvious animal products (honey, lard, gelatin) and some processed foods that contain animal products (cookies, crackers, egg noodles, soups, cake mix). Show ingredient label of sample package. Arrange trip to a local grocery store or supermarket and divide class into groups, assigning a parent or aide to accompany each group. **Learning Activity:** Students tour grocery store or supermarket and read ingredient labels to identify as many items as possible that are derived from animals or contain animal products. Each group keeps a list of products identified and then class shares lists upon return to school. Discuss: Were you surprised that so many items contained animal products? What other ingredients surprised you?	**Learner Outcome:** Students will construct simple looms and complete weaving projects to demonstrate how humans use sheep's wool to make clothing. **Teaching Strategy:** Show students picture of sheep and ask them if they know what kind of clothing material humans get from sheep. Share sample of woolen scarf, sweater, mittens, cap, etc. What purpose does sheep's wool serve for the sheep? Share a film or book (see resources) that identifies sheep as source of wool and explains how wool is spun into yarn. Provide wool yarn, rulers, scissors, 6-inch squares of heavy cardboard and instructions for wool-weaving activity (below). **Learning Activity:** Students prepare simple looms as follows: Measure, mark off, and cut ½-inch slits at ½-inch intervals along top and bottom edges of cardboard pieces to create 12 tabs on each edge. On both top and bottom, number the tabs beginning with "1" on left and numbering across to "12" on right. Measure and cut 6-foot piece of yarn. Tie one end of yarn around tab 1 on top of cardboard, draw down to wrap around tab 2 on bottom, take back up to wrap around tab 3 on top, back to tab 4 on bottom, and so on across to end, tying the yarn off around 12. (If done correctly, yarn strands will all be drawn across same side of cardboard.) Once loom is prepared, students weave strands of yarn back and forth across loom. When weavings are complete, post on bulletin board with picture of sheep	**Learner Outcome:** Students will identify unusual animals that are farmed to fulfill human physical needs. **Teaching Strategy:** Ask students to name farm animals. Then, explain that many animals other than the familiar ones (e.g., cows, pigs, sheep) are farmed to provide for certain human needs. On board list fox, chinchilla, musk ox, reindeer, bee, fish, rabbit, silkworm, earthworm, and mink. **Learning Activity:** Students choose one of the animals listed and research animal in library to find out what products come from it and identify basic characteristics of the animal that may make it suitable for farming. Are the animal's natural behaviors restricted in any way through the farming process? After completing research, students summarize information in individual reports. Use reports to make a class booklet on unusual farm animals.

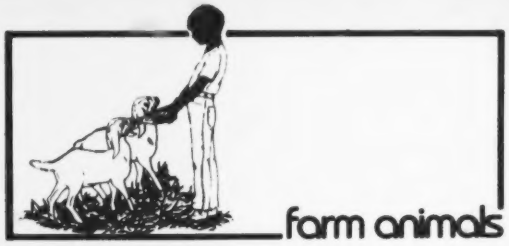
language arts	social studies	math	health/science
		and woolen clothing or products. Discuss how modern weaving is done on large machinery to provide humans with cloth for clothing and other products.	
writing riddles	**consumerism**	**measurement**	**unusual farm animals**

resources:

General: *The Farm Book* (J), Charles Roth and Joseph Froehlich, Massachusetts Audubon Society (see appendix); *Animals That Help Us: The Story Of Domestic Animals* (J), Carroll Lane Fenton and Herminie B. Kitchen, John Day; *Our Foods and Where They Come From*, filmstrip series, National Geographic Society, Washington, DC; *Eggs To Market*, 16mm film, BFA Educational Media, Santa Monica, CA.

MA: *Sheep, Shearing, and Spinning: A Story Of Wool*, 16mm film, International Film Bureau, Chicago, IL.

human responsibilities



concept: Humans have the responsibility to provide for farm animals' physical and behavioral needs.

language arts	social studies	math	health/science
Learner Outcome: Students will create cinquain poems to describe the characteristics and behavior of a farm animal. **Teaching Strategy:** Show students one or more of the films: *The Cow; Pigs!;* and *Chick, Chick, Chick* (see resources). Instruct them to observe how the animals look, what they do, how they move, how they sound, etc. Following films, help students brainstorm lists of words and phrases to describe each animal pictured, its behavior, its movement, its sounds, etc. Explain cinquain format (see resources). **Learning Activity:** Students each choose an animal from films and create a cinquain to describe it and their impression of it. Then students exchange poems and draw pictures of the animals described in the poems received from other students. writing poetry, parts of speech	**Learner Outcome:** Students will identify product sources and services available to help the farmer meet the needs of farm animals. **Teaching Strategy:** Provide copies of Yellow Pages and/or local newspapers and farm magazines. **Learning Activity:** Students use materials to generate a list of sources (e.g., feed stores, veterinarians, farm machinery dealers) that provide products or services to help farmers meet the needs of farm animals. Then, students assume the role of one of the sources and create an advertisement describing the products or services they provide and their benefit to farm animals. consumerism		**Learner Outcome:** Students will identify the basic needs of farm animals. **Teaching Strategy:** Ask students to identify at least 5 common farm animals. Write the animals' names on the board. Assign a group of students to each animal. **Learning Activity:** Student groups use library (see resources) and/or contact an agricultural extension office, large-animal veterinarian, or local farmer to research its assigned animal's behavior and basic needs and the care required for the animal. If possible, arrange a field trip to a farm or the farm center of a zoo or nature center. Then, students use the information gathered to make charts describing the care the animals need. Using large poster paper, students make drawings of animals and combine with charts to make a bulletin board with the theme, "Farm Animals Need Special Care." animal needs

resources:

LA: *The Cow*, 16mm film, *Pigs!*, 16mm film, and *Chick, Chick, Chick*, 16mm film, Churchill Films, Los Angeles, CA. A cinquain is a five-line poem with the following format: Line 1 is one noun, stating subject of poem; Line 2 is two adjectives describing the subject; Line 3 is three verbs or a verb phrase that relate to subject; Line 4 is a four-word phrase stating feelings about or interpretation of subject; Line 5 is one word, usually another noun, that restates subject or a word that sums up poem. Example:

Spiders
Tiny, busy
Spinning, moving, floating
Building fragile wispy webs
Artists

consequences of food production practices

concept: Farm animals can suffer if their basic needs are not met.

language arts	social studies	math	health/science
Learner Outcome: Students will recognize that the concept of *suffering* can involve more than physical pain or injury. **Teaching Strategy:** Elicit discussion about what it means to suffer. Is suffering always a result of physical injury? Can you suffer because your feelings are hurt? Because you are bored and have nothing to do? Because you are lonely? Because you miss someone? Because you are frightened? Explain that some animals can also suffer for many of these same reasons. Present the following situations to students: (1) a dog tied to a tree in the backyard all the time and left alone; (2) a chicken confined to a small cage off the ground where it can't stretch and peck; (3) a wild animal captured and confined in a small cage. **Learning Activity:** Students describe how each situation might cause the animal involved to suffer. Students suggest ways in which the animal's suffering might be alleviated. **concept development, verbal expression**			**Learner Outcome:** Students will recognize that crowding can cause stress for animals. **Teaching Strategy:** Pair students and instruct one member of each pair to stand as close as possible to his/her partner (facing the partner) and begin talking. After a few minutes ask the quiet partner if he/she is uncomfortable having the speaker standing so close. Then have the talking partner move back slowly until the quiet partner is comfortable with the distance. Mark the distance between partners. (It should be approximately arm's length, or human flight distance–the distance at which humans feel "safe" from others of their own kind.) Explain that all animals have a biological flight distance, and if forced to live too close together, can suffer constant stress. **Learning Activity:** Students write conclusions for the experiment, describing what they learned about the effects of crowding. Then, students discuss: How do humans react to stress (stomachaches, headaches, ulcers, irritability)? Do you think farm animals also react physically to stress? **flight distance**

resources:

General: "Factory Farming," booklet, The Humane Society of the United States; *Animals, Men, and Morals* (A), Stanley Godlovitch, ed., Grove; *Animal Machines* (A), Ruth Harrison, Stuart; *Farm Animals*, filmstrip from the series *Animals Around You*, National Geographic Society, Washington, DC.

consequences of food production practices

concept: Raising food for human use affects the natural environment.

language arts	social studies	math	health/science
	Learner Outcome: Students will identify ways that humans' increasing need for food can lead to the destruction of wild animal habitats. **Teaching Strategy:** Explain that as the population of a country continues to grow, more food is needed to satisfy the needs of the people. One way of achieving increased food production is to convert wilderness areas to crop cultivation or livestock grazing. Discuss with students what types of wild animal habitats might be converted to crop/livestock production (e.g., meadow, forest, desert, marsh, grassland). Use construction paper to make a mural of an imaginary area, containing one habitat or a combination of these habitats. Set up situation in which the area in question is to be plowed under to make pastureland and fields for crops. **Learning Activity:** Students form small groups to represent the animals, humans, and plants that have something at stake in the decisions as to how the land should be used (e.g., farmers, townspeople who will eat the food to be produced, trees and plants that will be destroyed, animals whose homes will be lost, hikers who like to enjoy the natural habitat). Each group decides how the human/plant/wild animal it represents will be affected if the land is		**Learner Outcome:** Students will demonstrate an understanding of the relationship between the supply of food energy and the levels of a food chain. **Teaching Strategy:** Explain a simple food chain to students using soil, lettuce, rabbit, fox, and turkey vulture as components. Provide a pile of paper lettuce leaves. Explain that these represent the food (energy) created out of the soil. Assign students to roles of rabbit, fox, and turkey vulture. Have rabbit eat (hold) leaves. Explain that some of the food (energy) eaten by animals is burned up by activity. Rabbit drops ⅓ of leaves to represent used energy. Some food (energy) is passed on as waste. Rabbit drops ⅓ of leaves to represent waste. The remaining food (energy) becomes part of the animal's body. When the fox eats the rabbit (fox takes remaining leaves from rabbit), it uses the food (energy) in the rabbit's body the same way. (Repeat 2-part dropping of leaves.) When fox dies, turkey vulture eats body and uses remaining food (energy). Discuss how the amount of food (energy) available decreases at each level of the food chain. **Learning Activity:** Students recreate activity using soil, corn, cow, and human as components. Then discuss: Which way can we have more food energy, by eating vegetables directly or by feeding them to

language arts	social studies	math	health/science
	cleared. Then, each group chooses a spokesperson to present its opinions on what should be done. After all opinions have been heard, students discuss the problem and what they have learned. **preserving natural resources**		an animal and then eating the animal? Can our world support more plant eaters or animal eaters? Could humans eat all of the same plant foods that we now grow for animals? Discuss why not. Then, discuss the fact that in many parts of the world there isn't enough food to feed everyone. **food chains**

resources:

General: *Manure To Meadow To Milkshake* (A), handbook of environmental activities, Eric Jorgensen, Trout Black, and Mary Hallesey, Hidden Villa Environmental Education Project, Drawer A-H, Los Altos, CA 94022; *The Complete Ecology Fact Book* (A), Philip Nobile and John Deedy, Anchor (Doubleday); *Back To the Farm*, educational board game, Animal Town Game Company, Santa Barbara, CA.

H/S: *Diet For a Small Planet* (A), Frances Moore Lappé, Ballantine (Random House); *Predator: The Food Chain Game*, card game, Dynamic Teaching Materials, San Diego, CA.

appendix a
humane education resource organizations

American Humane
9725 East Hampden
Denver, CO 80231

American Humane Education Society
450 Salem End Road
Framingham, MA 01701

Animal Welfare Institute
P.O. Box 3650
Washington, DC 20007

Center for Action on Endangered Species
175 West Main Street
Ayer, MA 01432

Center for Environmental Education
1925 K Street, N.W.
Washington, DC 20006

Defenders of Wildlife
1244 19th Street
Washington, DC 20036

Elsa Wild Animal Appeal
P.O. Box 4572
North Hollywood, CA 91607

The Humane Society of the United States
2100 L Street, N.W.
Washington, DC 20037

Latham Foundation
Latham Plaza Building
Clement & Shiller
Alameda, CA 94501

Massachusetts Audubon Society
Hatheway Environmental Education Institute
Lincoln, MA 01773

National Association for the Advancement of Humane Education
Norma Terris Humane Education Center
Box 362
East Haddam, CT 06423

National Wildlife Federation
1412 16th Street, N.W.
Washington, DC 20036

Pet Food Institute
1101 Connecticut Avenue, N.W.
Suite 700
Washington, DC 20036

World Wildlife Fund
1601 Connecticut Avenue, N.W.
Washington, DC 20009

periodicals

For Teachers

Humane Education
a quarterly magazine for educators
National Association for the Advancement of Humane Education
Box 362
East Haddam, CT 06423

For Students

Chickadee
(4 to 8 year olds)
Young Naturalist Foundation
59 Front Street East
Toronto, Ontario M5E 1B3
Canada

The Curious Naturalist
(8 to 12 year olds)
Massachusetts Audubon Society
Hatheway Environmental Education Institute
Lincoln, MA 01773

Kind
(8 to 12 year olds)
The Humane Society of the United States
2100 L Street, N.W.
Washington, DC 20037

Owl
(8 to 12 year olds)
Young Naturalist Foundation
59 Front Street East
Toronto, Ontario M5E 1B3
Canada

Ranger Rick
(8 to 12 year olds)
National Wildlife Federation
1412 16th Street, N.W.
Washington, DC 20036

catalogs/directories

Caring For Our Animal Friends
annotated directory of teaching materials
California Veterinary Medical Association
1024 Country Club Drive
Moraga, CA 94556

Clearinghouse For Humane Education Materials
directory of teaching and public education materials
American Humane
9725 East Hampden
Denver, CO 80231

Films For Humane Education
annotated directory of 16mm films and filmstrips
Argus Archives
228 East 49th Street
New York, NY 10017

HSUS Publications Catalog
catalog of teaching and public education materials
The Humane Society of the United States
2100 L Street, N.W.
Washington, DC 20037

appendix b
resource publishers' addresses

Abingdon Press
201 Eighth Avenue, South
Nashville, TN 37202

Adelphi Productions
Blodgett Studio
Adelphi University
Garden City, NY 11530

AIMS Instructional Media Services
626 Justin Avenue
Glendale, CA 91201

Acropolis Books
2400 17th Street, NW
Washington, DC 20009

Addison-Wesley Publishing Co., Inc.
Jacob Way
Reading, MA 01867

Ananda Publications
distributed by Book People
2940 Seventh Street
Berkeley, CA 94710

Animal Town Game Co.
P.O. Box 2002
Santa Barbara, CA 93120

Archway Paperbacks
630 Fifth Avenue
New York, NY 10020

Atheneum Publishers
122 E. 42nd Street
New York, NY 10017

Avon Books
959 Eighth Avenue
New York, NY 10019

Barr Films
P.O. Box 5667
3490 E. Foothill Boulevard
Pasadena, CA 91107

BFA Educational Media
2211 Michigan Avenue
P.O. Box 1795
Santa Monica, CA 90406

Bobbs-Merrill Co., Inc.
4300 W. 62nd Street
Indianapolis, IN 46206

Capitol Records
Hollywood and Vine Streets
Hollywood, CA 90028

Carolrhoda Books, Inc.
241 First Avenue, North
Minneapolis, MN 55401

Cavendish, Marshall, Corp.
111 W. 57th Street
New York, NY 10019

Centron Films
1621 W. Ninth Street
Lawrence, KS 66044

Chartwell House, Inc.
P.O. Box 166
Bowling Green Station
New York, NY 10004

The Child's World
1556 Weatherstone Lane
Elgin, IL 60120

Childrens Press
1224 W. Van Buren Street
Chicago, IL 60607

Churchill Films
662 N. Robertson Boulevard
Los Angeles, CA 90069

Cook, David C. Publishing Co.
850 N. Grove Avenue
Elgin, IL 60120

Coronet Films
65 E. South Water Street
Chicago, IL 60601

Coward, McCann & Geoghegan, Inc.
200 Madison Avenue
New York, NY 10016

Crowell, Thomas Y., Co.
521 Fifth Avenue
New York, NY 10017

Crown Publishers, Inc.
1 Park Avenue
New York, NY 10016

Dell Publishing Co., Inc.
1 Dag Hammarskjold Plaza
245 E. 47th Street
New York, NY 10017

Dial Press
1 Dag Hammarskjold Plaza
245 E. 47th Street
New York, NY 10017

Dodd, Mead & Co.
79 Madison Avenue
New York, NY 10016

Doubleday & Co., Inc.
501 Franklin Avenue
Garden City, NY 11530

Dutton, E.P., & Co., Inc.
2 Park Avenue
New York, NY 10016

Dynamic Teaching Materials
7525 Mission Gorge Road
Suite E
San Diego, CA 92120

Early Stages
P.O. Box 5027
Walnut Creek, CA 94596

Educational Activities
Freeport, NY 11520

Encyclopedia Britannica Educational Corp
425 N. Michigan Avenue
Chicago, IL 60611

Eye Gate Media
146-01 Archer Avenue
Jamaica, NY 11435

Farrar, Straus & Giroux, Inc.
19 Union Square, West
New York, NY 10003

Ferguson, J.G., Company
100 Park Avenue
New York, NY 10017

FilmFair Communications
10900 Ventura Boulevard
P.O. Box 1728
Studio City, CA 91604

Films, Incorporated
1144 Wilmette Avenue
Wilmette, IL 60091

Folkways Records and Service Corp.
43 W. 61st Street
New York, NY 10023

Follett Publishing Co.
1010 W. Washington Boulevard
Chicago, IL 60607

Garland STPM Press
136 Madison Avenue
New York, NY 10016

Grolier Educational Corp.
845 Third Avenue
New York, NY 10022

Grosset & Dunlap, Inc.
51 Madison Avenue
New York, NY 10010

Grove Press, Inc.
53 E. 11th Street
New York, NY 10003

Hale, E.M., & Co.
128 W. River Street
Chippewa Falls, WI 54729

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level d

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people & animals

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Edited by Kathleen Savesky and Vanessa Malcarne

Editorial Committee:

Cynthia Clegg
John J. Dommers
Charles F. Herrmann, III
Renée Spain McIntyre

level d

project development team

Special Curriculum Consultant

David Alexander
Director, Eliot-Pearson Curriculum Resource Laboratory
Department of Child Study
Tufts University
Medford, Massachusetts

Project Development Team

Jacque Briley
Special Education Teacher
Robinson High School
Little Rock, Arkansas

Dr. Carol Browning
Director
Institute for Humanistic Studies
Ogden, Utah

Cynthia Clegg
1st Grade Teacher
Kathleen Goodwin School
Old Saybrook, Connecticut

Anita Coburn
Director of Education
The Humane Society of the United States
Washington, D.C.

Joan Smithey Dawson
4th Grade Teacher
Leeds Elementary School
Board Member
Ruffner Mountain Nature Center
Birmingham Humane Society
Birmingham, Alabama

Katherine DeGroff
Education and Development Manager
Indianapolis Humane Society
Indianapolis, Indiana

John J. Dommers
Coordinator of Multi-Media Materials Development
The Humane Society of the United States
East Haddam, Connecticut

Rose Eastes
Regional Representative
Indiana Humane Educators Association
Fort Wayne, Indiana

Judi Friedman
Children's Author, Environmentalist
Canton, Connecticut

Ivan Golakoff
Assistant Director and Director of Education
Animal Care and Education Center
Rancho Santa Fe, California

Charles F. Herrmann, III
Editor, *Kind* Magazine
The Humane Society of the United States
Washington, D.C.

Nancy Hickman
Director of Education
Texas Federation of Humane Societies
Lubbock, Texas

Frances Spivy Lipscomb
Executive Assistant
Animal Welfare Institute
Washington, D.C.

Kay Long
Regional Representative
Indiana Humane Educators Association
Columbus, Indiana

E. Robert Macklin
Teacher Coordinator
Park-School Nature Education Program
West Rock Nature Center
New Haven, Connecticut

Vanessa Malcarne
Stanford University Intern
National Association for the Advancement of Humane Education
East Haddam, Connecticut

Renée Spain McIntyre
5th Grade Teacher
Academy Elementary School
Madison, Connecticut

Mary McLendon-Simpson
Curriculum Consultant
Edmonds, Washington

Kathleen Savesky
Director
National Association for the Advancement of Humane Education
East Haddam, Connecticut

Rudolph J.H. Schafer
Energy-Environmental Education Program Director
California State Department of Education
Sacramento, California

Barbara Smith
Animal Control Academy
The Humane Society of the United States
Tuscaloosa, Alabama

Kim Sturla
Education Coordinator
Peninsula Humane Society
San Mateo, California

Gregory Topolie, D.V.M.
Special Consultant
Durham Board of Education
Oshawa, Ontario
Canada

Marilyn Traylor
Program Manager
Basic Educational Skills Research Project
ARVAC, Inc.
Hot Springs, Arkansas

Jeanne Walsh
Director of Public Information and Education
San Francisco SPCA
San Francisco, California

Barbara Westerfield
Humane Education Director
Central California SPCA
Fresno, California

Dr. G.W. Willingham
Professor
Elementary Education
Stephen F. Austin State University
Board Member
Texas Humane Information Network
Nacogdoches County Humane Society
Rapid Advancement Program Alternative School
Nacogdoches, Texas

Manuscripts prepared by:
Barbara J. Dolce
Lisa Zurlo

Resource coordination by:
Amanda E. Hardy

Content indexing by:
Jean Stewart

preface

In 1933, the National P.T.A. Congress issued the following statement in support of humane education:

"Children trained to extend justice, kindness, and mercy to animals become more just, kind, and considerate in their relations with each other. Character training along these lines will result in men and women of broader sympathies, more humane, more law-abiding—in every respect more valuable citizens.

"Humane education is teaching in the schools and colleges of the nations the principles of justice, goodwill, and humanity toward all life. The cultivation of the spirit of kindness to animals is but the starting point towards that larger humanity which includes one's fellow of every race and clime. A generation of people trained in these principles will solve their difficulties as neighbors and not as enemies."

The message of this statement speaks even more directly to the 1980's than to the decade in which it was written. Children today face the dilemma of growing up in a world that is politically and environmentally unstable–a world in which both individual and national decision-making become increasingly important to the survival of both humans and other animals. Humane education, incorporated into the curriculum of our nation's schools, can help children develop the sensitivity and understanding they will need to make sound personal and political decisions based on concern for all living creatures.

People and Animals: A Humane Education Curriculum Guide has been developed to provide the framework for integrating humane education into the traditional elementary school curriculum. In addition, it will serve as the basis for the development of teacher training courses, expanded classroom programming, and supplemental humane education teaching materials.

Publication of the guide represents fulfillment of a major objective of the National Association for the Advancement of Humane Education, The Humane Society of the United States, and the educators who contributed their time and talents to the project. More importantly, it represents a key factor in making humane education an integral part of the elementary school experience. Adaptation and implementation of the guide by school systems throughout the country will be an important step toward realizing the goals of humane education and making the world a better place for people and animals.

introduction

What Is Humane Education?

Humane education involves far more than the teaching of simple animal-related content. It is a process through which we: (1) assist children in developing compassion, a sense of justice, and a respect for all living creatures; (2) provide the knowledge and understanding necessary for children to behave according to these principles; and (3) foster a sense of responsibility on the part of children to affirm and act upon their personal beliefs.

The activities in this guide are designed to help students think critically and clarify their own feelings about various issues, as well as to provide them with factual information and understandings about animals, their place in the environment, and their relationship to humans. Where appropriate, activities also focus on the importance of individual responsibility and action, and encourage students not only to discuss how they feel, but also to act upon those feelings.

Most educators agree that a positive self concept is basic to positive attitudes toward others. Consequently, it is important that children not be made to feel guilty about their personal thoughts and opinions, but rather be encouraged to express and examine their feelings freely in a climate of trust and acceptance. In those activities that require discussion of personal values, students who do not feel comfortable in open discussions should be allowed to register their feelings privately by writing them down or keeping them in a journal.

The activities presented are curriculum-blended, integrating humane concepts with skills and content from language arts, social studies, math, and health/science. This curriculum-blended approach provides context for the teaching of humane concepts, allows for repetition, and avoids the labeling of humane education as simply "another subject" to be added to the already overcrowded curriculum. Individual educators and curriculum-writing teams are encouraged to use selected activities from the guide individually, as part of larger lessons or units, or to enhance the schools' core curricula. A form to request reprint permission can be found in the appendix for those who wish to include activities from the guide in other printed documents.

The guide is merely a starting point for humane education—creative and motivated teachers will hopefully use the conceptual outline to develop additional activities, in-depth lessons, or expanded curriculum modules to meet the needs of individual schools and classrooms.

Curriculum Guide Format

Thirty-five concepts have been identified under four major chapters: Human/Animal Relationships, Pet Animals, Wild Animals, and Farm Animals. The specific focus of each chapter is explained in greater detail on the title page of that segment. Each page within the chapters contains a concept and activities that blend the concept with skills or content from each of the four curriculum areas.

The complete humane education curriculum guide consists of four books encompassing the following levels:

Level A — Preschool and Kindergarten
Level B — Grades 1 and 2
Level C — Grades 3 and 4
Level D — Grades 5 and 6

A continuous page-numbering system is used to provide continuity throughout the guide.

Each activity has been identified with a curriculum key, printed in bold type at the bottom of the column, to call attention to the skill or content addressed in the activity. These curriculum keys have been indexed for easy reference. In addition, a content index has been provided for those teachers who wish to choose activities by topic or subject matter.

Most of the activities provided are self-contained and can be completed without the use of resource materials, or with only those resources common to most school libraries or classrooms. In those cases where specific resources are required, complete information on the appropriate organization or publisher is provided either in the "Resources" section of that page or in one of the appendixes.

In addition to the few required resources, supplemental resources have been listed to provide the teacher with added background or materials for expanding successful activities. All resources are coded for the appropriate curriculum area (LA,SS,MA,H/S). Books are also identified as either juvenile (J) or adult (A).

Often local animal welfare agencies maintain libraries that may include many of the resources listed in the guide. Teachers should contact their local agency about the availability of free-loan programs, resource speakers, or low-cost materials for the classroom.

Teacher Input

Prior to publication, *People and Animals: A Humane Education Curriculum Guide* was field tested by 350 teachers in 17 states and Ontario, Canada. Input from these teachers was invaluable in the completion of this first edition of the guide, and the editors hope that those who use the current edition will offer their comments and/or suggestions for improvements in later editions. Comments, suggestions, questions, and sample student projects may be sent to the National Association for the Advancement of Humane Education, Box 362, East Haddam, CT 06423.

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human/animal relationships

Throughout history, humans have been forming relationships with other animals. Some of these relationships have been mutually beneficial, but many have served human needs or wants at the expense of the animals involved.

It is important that students recognize these relationships and how they affect both animals and humans. In addition, students who understand that they, as humans, are also animals and share many common characteristics with other members of the animal kingdom, will be more sensitive to the rights of animals and will consequently be capable of making more responsible decisions concerning their personal relationships with animals.

The activities that follow are designed to help students recognize the basic biological similarities between humans and other animals, explore the effects of human attitudes on animals, and clarify their own feelings about human/animal relationships.

similarities and differences

human/animal relationships

concept: **Humans are animals.**

language arts	social studies	math	health/science
Learner Outcome: Students will recognize that, like humans, other animals use sounds to communicate. **Teaching Strategy:** Generate discussion about the functions served by communication between humans. What things do we need to communicate to each other? How do we do it? How could communication benefit other animals as well? Play recordings of whale, dolphin, wolf, and/or bird communication for students (see resources). Periodically stop the records to elicit discussion about what the animals might be trying to say to each other. Select one sequence for the students to write about. **Learning Activity:** Students write lyrics for the whale, wolf, dolphin, or bird "song," communicating through the lyrics some message that they think the animal might want to communicate to humans. When completed, students share and discuss interpretations with other students. **understanding communication, writing lyrics**	**Learner Outcome:** Students will examine the social structure of a honeybee colony and recognize that other animals besides humans work at jobs. **Teaching Strategy:** Supply books and materials on the honeybee for students to examine (see resources). Describe the working structure of the honeybee colony (i.e., queen bee–lays eggs; drones–mate with queen and cool hive by beating their wings; worker bees–clean hives, build combs, take orientation flights) to students and discuss the importance of cooperation and division of labor in helping the colony run efficiently. Identify products that are supplied directly or indirectly by honeybees or by honeybee pollination (e.g., honey, apples, other fruits and nuts). Help students to organize a party to celebrate the bee, assigning each student to bring a portion of the food, napkins, plates, silverware, or decorations necessary for the party. (Note: Food for party should be kinds identified as being directly or indirectly produced by bees and pollination.) Discuss the importance of each member of the class, like each member of the bee colony, doing his/her part in achieving the collective goal. **Learning Activity:** Students celebrate the bee and its importance in the environment and food production with a classroom party. Then, students discuss how class cooperation and everyone's responsibility for the task assigned to them helped make the party a success. **cooperation, communities**	**Learner Outcome:** Students will identify size relationships between humans and other animals. **Teaching Strategy:** Supply a list of animals to students that includes animals of a wide variety of sizes, both larger and smaller than humans. Assign one animal to each student and have students research the average size of their assigned animals in library (groups of students can be assigned to work on the larger animals). Make a 12 inch tall paper representation of a 6 foot human and hang on classroom wall. **Learning Activity:** Using the scale 12 inches = 6 feet, students create scaled two-dimensional representations of their assigned animals (e.g., if 12 inches represents the height of a 6 foot man, then 200 inches would be needed to represent the length of a 100 foot whale). Then, students hang representations in order around walls of classroom, starting with smallest animal and ending with largest. Where do humans fit in? How can humans, since they are not the largest animals, dominate all the others? **measurement, scale drawing**	**Learner Outcome:** Students will recognize that humans, like all other animals, are members of a food chain. **Teaching Strategy:** Write the words *carnivore*, *omnivore*, and *herbivore* on the board. Have students look up definitions of the words in the dictionary, then write the definitions on the board. List different animals and classify each under one of the three terms (e.g., carnivore–lion, shark, fox, blue jay; herbivore–deer, gorilla, elephant). Which term best describes humans? Choose several animals (include wild, domestic, and humans) and assign a group of students to each animal. Supply poster paper and colored pens. **Learning Activity:** Students construct and illustrate a food chain for the animal assigned to their group. Discuss how humans and other animals at the tops of the food chains feed the plants and animals at the bottom. (Remember that after animals at the top of the food chain die, their bodies decompose and help to fertilize and replenish the soil.) **food chains**

resources:

LA: *Songs Of the Humpback Whale*, record, and *Deep Voices*, record, Capitol Records, Hollywood, CA; *Sounds and Ultra-Sounds Of the Bottlenose Dolphin*, record, Folkways Records, New York, NY; *The Language and Music Of the Wolves*, record, Tonsil Records, New York, NY; *American Birdsongs*, record, and *Songs Of Insects*, record, Science Hobbies, Charlotte, NC; *Common Ground* and *Callings*, records, Paul Winter Consort, Living Music Records, Litchfield, CT; *How Animals Communicate* (J), Anabel Dean, Messner.

SS: *The Lifecycle Of the Honeybee*, 16mm film, National Geographic Society, Washington, DC; *Honeybees*, 16mm film, Latham Foundation (see appendix); *Nectar Collector*, educational board game, Animal Town Game Company, Santa Barbara, CA.

MA: *Biggest and Littlest Animals* (J), Tony Palazzo, Lion (Sayre).

H/S: *How Living Things Depend On Each Other*, filmstrip, National Geographic Society, Washington, DC; *Predator*, educational card game, Dynamic Teaching Materials, San Diego, CA.

similarities and differences

human/animal relationships

concept : Animals, like humans, have certain rights.

language arts	social studies	math	health/science
Learner Outcome: Students will apply the concept of *rights* to animals other than humans. **Teaching Strategy:** Introduce concept of *rights*, defining the term and giving examples of rights that humans are guaranteed through laws (e.g., Bill of Rights). Discuss what rights humans have simply because they are living organisms with certain needs (e.g., the right to food and water, the right to shelter and a place to live, the right to protection, the right to space to move in). Do animals, as living organisms, have needs similar to humans? Do they also have the right to have these needs fulfilled? **Learning Activity:** Students write essays answering the question, "Do animals have rights?" and give supporting reasons for their argument. After completion, students discuss question as a class, including in the discussion whether or not they think the rights animals have are being respected, and examples of cases where they are not. **writing essays**	**Learner Outcome:** Students will identify *inalienable rights* of animals. **Teaching Strategy:** Read the first line of the Declaration of Independence to students. Have students look up the definition of *inalienable* and discuss what is meant by the concept of inalienable rights. What are the inalienable rights, as stated in the Declaration of Independence? Who has these rights? Humans are guaranteed these rights simply because they are alive. Should animals also have rights? Discuss what rights animals should have, then divide class into small groups. **Learning Activity:** Students in small groups brainstorm a list of inalienable rights that animals should have, listing the rights on a piece of poster paper. Each group presents its ideas. Then, as a class, students compose a formal declaration and list of the inalienable rights of animals. When list is completed, students print it, with illustrations, on a large poster to be hung in the classroom. **rights**		**Learner Outcome:** Students will identify the components of various animal habitats and determine whether animals have a right to the habitat they live in. **Teaching Strategy:** Select animals representing a variety of habitats (e.g., beaver–forest stream; ducks–marsh; prairie dog–plains; mountain goats–mountains). Help students identify the essential components of each animal's habitat (type of home, food, range, other animals that share habitat). Also identify the essential components of a human's habitat. Ask students how they would react if they came home to find that their houses were being torn down because someone wanted to build something else in their place. Show students examples of a land deed and explain that human homes are protected from this type of destruction by land deeds that identify property owners. However, since animals are not considered owners of the land they live on, animal interests are rarely considered when land is being developed. Should animals have the right to keep the habitat they live in? If humans allow animals this right, what problems might it cause for themselves? Can humans and other animals coexist in the same habitat? **Learning Activity:** Students choose one of the animals listed and write a land ownership deed for that animal's habitat. Explain in the deed who the owner of the habitat is, what the habitat consists of, what other animals share that habitat, and what considerations must be made before that habitat can be altered. **animal homes**

resources:

General: *Animal Rights: Stories Of People Who Defend the Rights Of Animals* (J), Patricia Curtis, Four Winds (Scholastic).

H/S: *Places Where Plants and Animals Live*, filmstrip series, National Geographic Society, Washington, DC; *A Walk In the Forest*, 16mm film, Pyramid Films, Santa Monica, CA; *Animal Habitats*, study prints from the series *Animal Life Study Prints*, SVE, Chicago, IL.

similarities and differences

human/animal relationships

concept: **Animals, like humans, react physically to their environment.**

language arts	social studies	math	health/science
Learner Outcome: Students will use creative writing skills to demonstrate an understanding of the similarity between human/animal reactions to fire. **Teaching Strategy:** Have students imagine they have awakened (1) in their homes to find their houses on fire, or (2) in the woods to find the forest on fire. What would they do? How would they feel? Discuss whether animals' feelings in the same situations might be similar to students'. Write two introductory paragraphs on the board, using the first person and describing, (1) waking up to find the house on fire, and (2) waking up to find the forest on fire. **Learning Activity:** Students choose any domestic or wild animal and finish the appropriate story from the animal's perspective, describing the animal's reaction to the fire. As a follow-up, students compare their stories and assemble them for a class booklet or dramatization.	**Learner Outcome:** Students will recognize that animals, like humans, can become stressed by overcrowded conditions. **Teaching Strategy:** Show students room capacity signs posted in assembly room, gymnasium, cafeteria, or classroom. Explain that these capacity limits were established by law to prevent overcrowding of humans in a room. Partition off a section of the classroom by making lines on the floor. Make the area just large enough so that all the students can fit in if they stand close together without moving. Ask students how they feel about being crowded into such a small space. What happens if they try to stretch or move? How do the students in the center feel? Do any students feel uncomfortable? How might animals react in similar crowded situations? Note: Students who may be particularly frightened or upset by crowding should be allowed to stand on the outer edge of the area or to choose not to participate. **Learning Activity:** Students choose one of the following situations and write a paragraph describing how the animal might feel/react crowded in with other animals in the described situation (using library resources to obtain more information about the animals where necessary).		**Learner Outcome:** Students will recognize that some animals react to cold weather by hibernating, migrating, or making physical adaptations. **Teaching Strategy:** Generate discussion about the adaptations humans make in the winter to protect themselves from the cold weather conditions (wear heavy clothes, store food, stay indoors, reduce activity, travel to area with warmer climate). Relate that animals react in similar ways to cold weather (grow heavy winter coats, store foods, hibernate, migrate). Define *hibernation* and *migration* for students and give examples of animals that hibernate (e.g., bats, woodchucks, frogs, snakes, salamanders) or migrate (e.g., birds, butterflies, whales). **Learning Activity:** Students each choose one animal and use library resources to research how it adapts to cold weather (migrates, hibernates, stores food, grows thick coat, etc.). Use the information to prepare a class booklet on animal adaptations to cold.

language arts	social studies	math	health/science
	1. a chicken living in a broiler house on the same floor with thousands of other birds 2. cattle crowded "shoulder-to-shoulder" in a tractor-trailer truck being transported to market 3. a chicken confined in a very small wire cage with three other chickens Then, students share descriptions with class.		
writing stories	**social needs**		**animal adaptations, hibernation, migration**

resources:

General: *The View From the Oak* (J), Judith and Herbert Kohl, Scribner's.

LA: *Save That Raccoon!* (J), Gloria D. Miklovitz, Harcourt Brace Jovanovich; *A Walk In the Forest*, 16mm film, Pyramid Films, Santa Monica, CA.

SS: *Farm Animals*, filmstrip from the series *Animals Around You*, and *Our Foods and Where They Come From*, filmstrip series, National Geographic Society, Washington, DC.

H/S: *Migrating Animals* (J), Michael J. Walker, McKay; *Where They Go In Winter* (J), Margaret Waring Buck, Abingdon; *Winter-Sleeping Wildlife* (J), Will Barker, Harper & Row; *Animal Migration* (A), John Cloudsey-Thompson, Putnam's; *What Animals Do In the Winter*, multi-media kit, and *Animals In Winter*, filmstrip, National Geographic Society, Washington, DC.

similarities and differences

concept: Some animals, like humans, have and display emotions.

human/animal relationships

language arts	social studies	math	health/science
Learner Outcome: Students will use dramatization to demonstrate an understanding of how animals use non-verbal communication to display emotions. **Teaching Strategy:** Take one student aside and give him/her a message to relate to the rest of the class. The message should be simple and involve the expression of emotion (e.g., "I am feeling sad today because it is raining outside."). Repeat with other students. **Learning Activity:** Students dramatize message assigned by teacher using every means of communication except verbal. Other students try to guess message content. After completion, students discuss whether it was easy to communicate without using words. Can you communicate emotions using just facial and body language? Is this one of the ways other animals communicate with us? With each other? **understanding communication, body language**	**Learner Outcome:** Students will identify how animals' emotions can be interpreted or misinterpreted. **Teaching Strategy:** Provide magazines or books and have students find pictures of animals in various situations and with a wide variety of facial expressions. Choose several to show to students and ask them to describe what the animal is feeling. Discuss why students interpreted the pictures the way they did. Introduce the word *anthropomorphism* and define it for students (see resources). Can people positively say what animals are feeling? What are some clues people use to find out what an animal is feeling? **Learning Activity:** Students discuss ways humans try to determine what an animal is feeling. Then, each student chooses one of the remaining pictures and uses his/her interpretation of the pictured animal's emotions to create a humorous caption for the picture. Post on display board with heading, "Get the Message?" **emotions**		**Learner Outcome:** By interpreting animal sounds and body language, students will recognize the principles of safety involved in dealing with dogs. **Teaching Strategy:** Generate discussion about how to tell what message or emotion a dog is communicating (see resources). Discuss sounds, facial expressions, and body positions as possible clues, and ask students to give examples drawn from their experiences with dogs. Make a list of the clues on the board, along with the emotion or feeling they indicate (e.g., tail between legs–fear, illness; tail wagging –joy, excitement; ears back–fear, anger). Illustrate with pictures whenever possible. **Learning Activity:** Students study a list of dog body language and sounds that indicate different emotions and discuss why failure to understand these signals can result in a dangerous situation for humans. Then students observe family or neighborhood pets and draw a picture or take a photograph of a dog using body language to express one particular emotion. Students show pictures to class and, as each picture is shown, class tries to guess the emotion being communicated and discusses what the proper way to deal with the animal would be in each situation. **safety, animal behavior**

resources:

General: *Ways Animals Communicate*, filmstrip, National Geographic Society, Washington, DC; *How Animals Communicate* (J), Anabel Dean, Messner; *Animals and How They Communicate*, 16mm film, Coronet Films, Chicago, IL.

SS: Definition: *anthropomorphism* - the attributing of specific human characteristics to other animals.

H/S: *What Is Your Dog Saying?* (J), Michael W. Fox and Wende Delvin Gates, Coward, McCann, Geoghegan; *Animals Can Bite*, 16mm film, Pyramid Films, Santa Monica, CA; *Understanding Your Dog* (A), Michael W. Fox, Coward, McCann, Geoghegan.

human attitudes

human/animal relationships

concept: Humans' different attitudes toward animals sometimes affect the way humans treat the animals.

language arts	social studies	math	health/science
Learner Outcome: Students will demonstrate an understanding of differing views on a controversial animal issue. **Teaching Strategy:** Choose one or more controversial animal issues such as the use of animals for hunting, trapping, rodeos, or in zoos. Elicit discussion about each topic. Form teams to research each issue. Provide appropriate literature or addresses of resource agencies (see resources). **Learning Activity:** Students research issue(s) and prepare a presentation for the class explaining the issue and offering three reasons for supporting each side of the controversy. After listening to the class presentations, each student writes a paragraph explaining his/her feelings on each issue discussed. Paragraphs should answer the question, "Did these feelings change as a result of the class project or did you always feel this way?"	**Learner Outcome:** Students will rank their attitudes about animal issues on a values continuum. **Teaching Strategy:** Explain to students that many disagreements about animals focus on the questions of whether it is right or wrong to kill other animals or cause suffering to other animals. Although some people feel that one stand is always right or wrong, many people are somewhere in between, feeling that killing an animal or causing one to suffer is sometimes right and sometimes wrong. List on the board several controversial animal use issues (e.g., hunting, eating meat, using animals in pain-causing research, wearing animal skins, capturing wild animals for zoos or for pets). Ask students to suggest groups of people who might have strong views on these issues (e.g., hunters, farmers, vegetarians, animal protectionists, animal trappers, zoo keepers). Discuss how these people might feel. Then generate discussion, exploring students' feelings. Are there any circumstances when they feel it is all right to kill animals or to cause them to suffer? Are there any circumstances when they feel this is wrong?	**Learner Outcome:** Students will rate their opinions about various animals using a personal values scale. **Teaching Strategy:** Present students with a list of animals including some common wildlife, pets, farm animals, and frequently feared or disliked animals. Have each student rate each animal on a 10 point scale, with a 10 indicating that the student likes the animal very much, and a 1 indicating strong dislike or fear. As a class, students tally results and figure averages to assign to each animal. Then discuss animals, eliciting at least one favorable comment about each. Ask students to rethink opinions of animals and rate each again. Tabulate and compare new totals. Did the overall opinions change? Discuss possible reasons. **Learning Activity:** Students rate animals and participate in discussions above. Then, students compare their own ratings. Did they change any opinions after the discussions? Why or why not? Students write short paragraphs explaining why they rated each animal as they did.	**Learner Outcome:** Students will recognize ways that human fear of some animals can be harmful to those animals. **Teaching Strategy:** Generate a class discussion about *fear*. What does it mean to be afraid of something? How does it feel? What are some common things that people fear (e.g., heights, the dark, scary stories, storms)? Make a list of animals that some people fear (e.g., wolves, snakes, spiders, bats). Discuss how people react to these animals when they see them. Focus on the wolf and explain that human fear and misunderstanding have caused wolves to become endangered in many parts of North America. Show the film *Death Of a Legend* (see resources). **Learning Activity:** With help of teacher, students make a list of all the myths about wolves and all of their "scary" characteristics. Then, students use library to research wolves and find facts about them that dispel the legends. Finally, students use information to write essays on how fear has hurt the wolf and how facts can help it.

language arts	social studies	math	health/science
	Learning Activity: Students make two personal values continuums to record their feelings on the questions: (1) Is it right or wrong to kill other animals? and (2) Is it right or wrong to cause other animals to suffer? Each continuum should consist of a line with *right* on one end, *wrong* on the other end, and *undecided* in the middle. Students indicate where they stand on each question by marking the line with an X. Then, students write a paragraph explaining their feelings. If they feel that killing or causing an animal to suffer is right or wrong only in certain circumstances, they should explain what those circumstances are.		
reading nonfiction, reading for main idea, writing paragraphs	**values**	**averaging**	**endangered animals/wolves**

resources:

General: *Misunderstood Animals* (J), Alice L. Hopf, McGraw-Hill; *The Animals Nobody Loved*, 16mm film, National Geographic Society, Washington, DC; *The Frightful Fly*, *The Roguish Rat*, and *The Baffling Bat*, filmstrips from the series *Curious Creatures*, Pomfret House, Pomfret Center, CT.

LA: Literature that supports differing opinions on these issues may be obtained from the local humane society, zoo, sportsmen's associations, and The Humane Society of the United States or National Wildlife Federation (see appendix for addresses). *Nowhere To Run*, 16mm film, Phoenix Films, New York, NY.

H/S: *Death Of a Legend*, 16mm film, National Film Board of Canada, New York, NY.

human attitudes

concept: Humans use other animals for a variety of purposes.

Human/animal relationships

language arts	social studies	math	health/science
Learner Outcome: Students will identify the ways in which animals are used by characters in popular children's books. **Teaching Strategy:** Help students select fiction or nonfiction books to read that focus on human/animal relationships. Make sure that books chosen represent a wide spectrum of animal uses including companionship, entertainment, work, transportation, food, education, assistance, etc. Instruct students to keep in mind the relationship between the human and animal characters while reading the book. **Learning Activity:** Students read and report on books, answering the following questions in their reports: In what ways did the human(s) in the story use the animal(s)? How did this help the human(s)? Did the animal benefit from the relationship with humans? If so, how? Was it hurt in any way as a result of being used? If so, how? Did the human(s) in the story need to use an animal for their purposes or were other alternatives available?	**Learner Outcome:** After examining legal restrictions on the use of animals in human entertainment, students will develop their own criteria for determining when this use is appropriate. **Teaching Strategy:** Assist students in developing a list of different types of entertainment that involve animals (e.g., movies, circuses, television, rodeos, horse and dog racing, riding). Add bullfighting, dog fighting, and cockfighting to the list (see resources). Identify the types of entertainment listed that are illegal in your community. Ask students why they think some types of entertainment that use animals are legal, while others are illegal. Which ones involve gambling? Which ones may cause pain to the animals? Is the use of animals for human entertainment a luxury or a necessity? **Learning Activity:** Following class discussion, each student writes his/her own set of guidelines for the use of animals in entertainment. Students should address such questions as: Is it all right for wild animals to be kept in captivity for human entertainment? Is it all right to train animals to do tricks? Is it all right to make animals do dangerous stunts? Is it all right to make them fight? Is it all right		**Learner Outcome:** Students will evaluate biology projects that involve the use of animals. **Teaching Strategy:** Explain to students that live animals have traditionally been used by scientists and educators to learn about or demonstrate the life processes common to humans and other animals. Some of these uses of animals can involve suffering or even death for the animals involved. Some people feel that using animals in this way is unnecessary when alternative experiments and exercises are available to help us learn about living things. Provide students with the following list of questions for evaluating the use of live animals in science projects: Does the project harm an animal, deprive it of proper food or living conditions, or cause it to suffer in any way? Does the project involve removing a wild animal from its natural home? Does the project or experiment demonstrate something that we already know or something that has been proven or demonstrated before? Is the information we would learn from the experiment available from another source (e.g., books, films, filmstrips, models)? Can we demonstrate the same principle or procedure using a plant or non-living subject? Provide science texts or resources that contain projects which involve live animal experiments.

language arts	social studies	math	health/science
	to kill them for entertainment? Students suggest what forms of entertainment might be acceptable under their individual guidelines. Then students write to a humane organization for its viewpoint on the use of animals in entertainment. After reading literature, students reassess what forms of entertainment they feel represent acceptable uses of animals. Have they changed their minds about any forms of entertainment?		**Learning Activity:** Students review biology projects that use live animals and answer the above questions concerning each. Then decide: If an alternative project is available that teaches the same information or process, should we subject live animals to pain or stress for the demonstration? If the information has already been demonstrated or proven, should we subject animals to pain or stress in order to demonstrate it again? Should live animals ever be subjected to pain or kept in unnatural conditions for school science projects?
reading for main idea, literature appreciation	**laws, values**		**scientific inquiry, critical thinking**

resources:

LA: *Charlotte's Web* (J), E.B. White, Harper & Row; *Black Beauty* (J), Walter Farley, Random House; *A White Heron* (J), Sarah Orne Jewett, Crowell; *Whitepaws, a Coyote Dog* (J), Michael W. Fox, Coward, McCann, Geoghegan; *Just a Dog* (J), Helen Griffiths, Pocket Books (Simon & Schuster); *Gigi* (J), Eleanor Coerr and William E. Evans, Putnam's; *The House Of Wings* (J), Betsy Byars, Yearling (Dell); *A Dog For Joey* (J), Nan Gilbert, Harper & Row; *Mine For Keeps* (J), Jean Little, Pocket Books (Simon & Schuster); *Light a Single Candle* (J), Beverly Butler, Archway.

SS: Contact your local animal welfare agency or The Humane Society of the United States (see appendix) for information on dog, cock, and bullfighting. Your local animal welfare agency or police department can identify laws that prohibit or regulate the use of animals in different forms of entertainment. Two of the national organizations dealing with the problems of animals used in entertainment are The Humane Society of the United States and American Humane (see appendix for addresses). *Animal Rights: Stories Of People Who Defend the Rights Of Animals* (J), Patricia Curtis, Four Winds (Scholastic); *Movie Horses: Their Treatment and Training* (J), Anthony Amaral, Bobbs-Merrill; *A Wolf Story* (J), David McPhail, Scribner's.

H/S: *Humane Biology Projects* (J), Animal Welfare Institute (see appendix); *Animal Care From Protozoa To Small Mammals* (A), F. Barbara Orlans, Addison-Wesley; "Guidelines For the Study Of Live Animals In the Classroom," flyer, and *Animals In Education* (A), Heather McGiffin and Nancie Brownley, eds., The Humane Society of the United States (see appendix).

human attitudes

concept: Domestication is a process humans have used to make animals that were once wild suitable for human use.

language arts	social studies	math	health/science
Learner Outcome: Through dramatization, students will demonstrate an understanding of the relationship between early humans and the animals they domesticated. *This activity follows SS.* **Teaching Strategy:** Assist students in writing, staging, and casting play. **Learning Activity:** Students write and act out a play illustrating the relationship between prehistoric humans and the animals they domesticated, using their SS stories and discussion as background. **writing plays, dramatization**	**Learner Outcome:** Students will recognize that relationships between early humans and certain wild animals led to the animals' domestication. **Teaching Strategy:** Provide students with a description of the lifestyle of early humans before they turned to domesticating animals (see resources). Explain that dogs may have been domesticated as a result of their helpful relationship with humans in hunting. Dogs could run faster to catch game, but humans were better at killing larger animals because of their weapons. Humans ate the flesh of animals and left the entrails for the dogs, forming a "partnership" arrangement. **Learning Activity:** Students select one of the following animals and write a story speculating about why and how the animal was chosen for domestication: cat horse pig chicken Then, students share the finished stories with the class. **anthropology**		**Learner Outcome:** Students will identify the wild counterparts of domestic animals and recognize the similarities in their behavior. **Teaching Strategy:** Show the film *The Predators* (see resources). Instruct students to record the different behaviors exhibited by the cougar and the wolves. Identify the cat and the dog as domestic counterparts for these predators. As a class, identify common behaviors of the dog/wolf and cat/cougar. **Learning Activity:** Students select different domestic animals (farm or pet) and determine wild counterparts for each. Then, students answer the questions: How do the animals behave alike? How do they behave differently? How can wild animals help us understand the behavioral needs of the domesticated animal? **animal behavior, comparing wild and domestic animals**

resources:

General: *Animals That Help Us: The Story Of Domestic Animals* (J), Carroll Lane Fenton and Herminie B. Kitchen, John Day; *The Farm Book* (J), Charles Roth and Joseph Froehlich, Massachusetts Audubon Society (see appendix); *Island Of the Wild Horses* (J) and *The Book Of the Goat* (J), Jack Denton Scott and Ozzie Sweet, Putnam's; *How and Why Wonder Book Of Horses* (J), Margaret Cabell Self, Grosset & Dunlap.

SS: *Album Of Prehistoric Man* (A), Tom McGowan, Rand McNally.

H/S: *The Predators*, 16mm film, Marty Stouffer Productions, Aspen, CO; *Understanding Your Dog* (A) and *Understanding Your Cat* (A), Michael W. Fox, Coward, McCann, Geoghegan.

human attitudes

human/animal relationships

concept : Humans sometimes choose alternatives to the use of animals or animal products.

language arts	social studies	math	health/science
Learner Outcome: Students will define the concepts of *necessity* and *luxury* and apply them to animal products. **Teaching Strategy:** Write *necessity* and *luxury* on the board and have students look up definitions for the words. Discuss definitions with the class. Then, provide pictures or samples of various animal products (e.g., meat, dairy products, eggs, leather, wool, fur coats, scrimshaw, ivory, feather ornaments, musk perfume) and help students identify the products and the animals, from which they were made. **Learning Activity:** Students determine whether each product is a necessity or a luxury. Then students discuss whether or not it is important for humans to have the luxury products if they involve the killing of an animal. Each student chooses a luxury item and writes a paragraph explaining whether he/she would: (1) use the item even if an animal were killed and alternatives were available; (2) use the item only if an alternative were not available; or (3) not use the item even if an alternative were not available. Note: In order to encourage students to think freely and express honest opinions, assure them that their papers will not be collected. **concept development, writing paragraphs**	**Learner Outcome:** Students will explore their own attitudes toward the use of animal products. **Teaching Strategy:** Show students a picture of a fur coat and ask how many would buy one for themselves, a family member, or a friend, if they had enough money. Then, display pictures of a variety of wild and domestic animals, including common furbearers such as mink and raccoon as well as cows (leather) and some companion animals such as dogs, cats, and horses. Initiate a values voting game by pointing to one picture at a time and asking students if they would buy or wear the skin of that animal. Students vote yes by holding thumbs up, no by holding thumbs down, or pass by simply keeping their arms folded. Record yes/no/pass tallies under picture of each animal. **Learning Activity:** When voting is completed, students discuss why they voted yes on some animals and no on others. Students should discuss such questions as: Is one animal's life worth more than another? Would you want to wear that skin if you had to kill the animal yourself? Is it ever all right to kill an animal for its skin? If so, when or under what circumstances? Are there alternatives to killing animals for their skins? What are they? **values**	**Learner Outcome:** Students will use measurement and problem solving skills to demonstrate how human daily protein requirements can be met using alternatives to animal products. **Teaching Strategy:** Instruct students to research their daily protein requirements (see resources). Discuss the importance of protein in students' diets and the fact that while many humans rely primarily on meat (red meat, fish, and poultry) to provide them with protein, there are also many other foods that are good protein sources, and that some humans, known as *vegetarians*, eat no meat. Discuss why some humans might want to choose alternatives to meat and/or other animal products (e.g., cost, taste preferences, allergies, other health concerns, ethical or religious reasons). **Learning Activity:** Students research what foods are good sources of protein and then make a list, rank-ordering the foods from the highest protein content to the lowest. Students use list to design three daily menus, all of which meet their minimum daily protein requirements. (Include portion sizes as well as foods to be included.) One menu should contain meat; the second should contain no meat, fish, or poultry, but could contain other animal products; and the third should contain only alternatives to animal products. If possible, students prepare one or more of the meals in class. **problem solving, measurement, ordering**	**Learner Outcome:** Students will identify those products that come from whales and the alternatives that exist to those products. **Teaching Strategy:** Provide students with information on whale products and help them to prepare a list of products that are made from whales (e.g., scrimshaw, margarine, wax, cosmetics, pet food–see resources). Discuss what alternatives exist to these products and/or what alternative substances they can be made from (e.g., margarine from corn oil). Tell students about *jojoba*, a wild desert plant that produces a nut with an oil that is chemically identical to whale oil. Obtain jojoba seeds for the class (see resources). **Learning Activity:** Students decorate one corner of the classroom with whale pictures and facts, then use soil to create a jojoba garden where they can plant and raise their seeds. Students must be careful to care for their seeds conscientiously to insure proper growth. Then, students prepare a presentation for other classes to explain how the raising of jojoba plants is an alternative to the killing of whales and how it could be important in saving the whale from extinction. **endangered animals/whales**

continued on next page

resources:

MA: *Laurel's Kitchen* (A), Laurel Robertson, Nilgiri; *Diet For a Small Planet* (A), Frances Moore Lappé, Ballentine (Random House); *The Vegetarian Alternative* (A), Vic Sussman, Rodale.

H/S: For information on alternatives to whale products, write Center for Environmental Education (see appendix). For information on jojoba and a classroom kit with jojoba seeds, write Jojoba Services International, P.O. Box 1694, Los Gatos, CA 95030. For general information and materials on whales write: Greenpeace Foundation, 240 Fort Mason, San Francisco, CA 94123; American Cetacean Society, P.O. Box 4416, San Pedro, CA 90731; General Whale, P.O. Box Save the Whale, Alameda, CA 94501; or Animal Welfare Institute (see appendix). *Whale Watch* (J), Ada and Frank Graham, Delacorte (Dial); *Sea Mammals* (J), Dorothy Childs Hogner, Crowell; *Whales*, filmstrip, *Whales*, multi-media kit, and *Portrait Of a Whale*, 16mm film, National Geographic Society, Washington, DC; *Whales*, coloring album, Center for Environmental Education (see appendix); *Save the Whales*, educational board game, Animal Town Game Company, Santa Barbara, CA.

animal welfare

Human/animal relationships

concept: Laws exist to govern the keeping of some animals.

language arts	social studies	math	health/science
Learner Outcome: Students will conduct a debate to demonstrate an understanding of the pros and cons of pet licensing laws.	**Learner Outcome:** Students will identify additional laws that may be needed to regulate the keeping of domestic animals.		**Learner Outcome:** Students will recognize that laws designed to regulate the keeping of animals can affect human health and safety. *This activity follows SS.*
Teaching Strategy: Explain to students that although most communities require that dogs be licensed, few require licensing of cats. Divide the class into teams to research and debate the statement: A law should be passed to require the licensing of all pet cats in the community. Provide students with names and addresses of local resource people (see resources) and some basic questions to guide their research. For example: What are the advantages/disadvantages of licensing pets? How does the dog licensing program in your community work? Where does the money from pet licenses go? How do cat owners feel about the question? How does the animal control officer feel? The humane society representatives? Would there be any special problems involved in licensing cats? Is it fair to license dogs but not cats?	**Teaching Strategy:** Provide students with names and addresses of organizations to write to for copies of federal, state and local laws that regulate the keeping of domestic animals (see resources). When laws are received, help students identify the main points or intent of each. Then list the laws on board under one of two headings: pets and farm animals. Discuss: Do laws exist to require minimum care for pets (food, water, shelter)? For farm animals? Do laws exist that prohibit cruel treatment of pets? Of farm animals? Which category has more/fewer laws? Why do you think this is so? Are additional laws needed to guarantee either group of animals proper care or treatment?		**Teaching Strategy:** Explain to students that some laws that regulate the keeping of animals serve to protect both animals and humans. Review examples: leash law–keeps animals safe from traffic and other dangers, helps humans avoid accidents and dog bites; law prohibiting (or regulating) the sale of exotic or wild animals–keeps wild animals safe from capture as pets, helps humans avoid bites or destruction of property from unhappy wild animals; law requiring rabies vaccination–keeps pets safe from disease, helps humans avoid exposure to disease.
Learning Activity: Students conduct research, prepare arguments, and hold debate. Afterwards, class votes on outcome and discusses results.	**Learning Activity:** Students identify at least one area in which they think an additional law could insure better care/treatment for some type of domestic animals. Then, students draft a sample law that would serve the purpose identified.		**Learning Activity:** Students review laws identified in SS activity and determine which ones help people as well as animals. Then, students choose one of the pet-focussed laws and make posters with the theme, "Obey Animal Control Laws–For Your Sake and Your Pet's."
debating, using resources, organizing information	**laws**		**safety, pets**

resources:

General: "Animal Laws," chapter from *Living With Animals* (J), American Humane Education Society (see appendix).

LA: Information about existing licensing laws may be obtained from local animal control officers, animal welfare agencies, and police departments.

SS: For information on federal legislation that regulates the keeping of domestic animals, write for the "Report On Animal Welfare Laws," pamphlet, The Humane Society of the United States (see appendix). For local information contact your humane society, animal control department, or state department of agriculture.

animal welfare

human/animal relationships

concept: Laws exist to protect some animals.

language arts	social studies	math	health/science
Learner Outcome: Students will write news stories to demonstrate an understanding of local or state laws that protect domestic animals. **Teaching Strategy:** Identify how many class members own animals (pets and/or farm animals). Then ask how many know that laws exist to regulate the treatment of domestic animals? Speculate as to what these laws might require of the animal owner. Invite a humane society representative or animal control officer to speak to the class about local or state anti-cruelty laws or assign a student to write to the state and/or local government to obtain copies of laws that relate to the treatment of animals. After speaker leaves or response to letter is received, discuss existing anti-cruelty or animal protection statutes. Who enforces the laws? Do students think the laws are adequate to protect animals? If not, how would they improve the laws? Do students think that owners of domestic animals are well informed about the laws? **Learning Activity:** Students pretend they are news reporters and write newspaper articles or sample television or radio news reports informing the public about the existence and content of local or state animal protection laws. If possible, print written stories in school or community newspaper or send television and radio spots to local stations. **writing news stories**	**Learner Outcome:** Students will demonstrate an understanding of human impact on endangered animals by drafting a model endangered species law. **Teaching Strategy:** Help students develop a list of endangered animals. Show a film or filmstrip or provide books (see resources) for students to research information on the primary factors that have caused the various species to become extinct (habitat destruction, over-hunting, pollution, etc.). Discuss possible reasons why humans might want to save endangered animals and what humans can and should do to keep the animals from becoming extinct. **Learning Activity:** Students draft a model law to protect endangered animals, including in the law those restrictions on human activity that they feel are necessary to protect the animals they studied. Then, class selects one student to write to the U.S. Office of Endangered Species (see resources) for a copy of existing federal legislation to protect endangered animals. When response is received, students compare their law with existing federal law(s). **laws, conservation**		**Learner Outcome:** Students will recognize that biological law can be more important than human law in determining the fate of an endangered species of animal. **Teaching Strategy:** Present to students an endangered species that is now protected under human law, but whose existence is still threatened as a result of its biological characteristics. For example: 1. California condor–breeding is easily disturbed by human presence 2. blue whale–slow breeder having trouble finding mates in vast ocean 3. black-footed ferret–dependent on prairie dogs that are being systematically destroyed **Learning Activity:** Students research the species in library and prepare short essays explaining why passing protective laws is not enough to save the species. Then, students discuss as a class what changes would have to be enacted in biological "law" to insure the species' survival. **endangered animals**

resources:

General: *Animals and Their Legal Rights* (A), Emily Stewart Leavitt, Animal Welfare Institute (see appendix).

LA: Information on state or local laws that protect animals may be obtained from the local animal welfare organization, animal control agency, environmental protection organization, city government, and/or state department of agriculture, conservation, or environmental protection.

SS & H/S: For information on endangered animals and/or copies of any federal legislation to protect endangered animals, write Office of Endangered Species, Fish and Wildlife Service, U.S. Department of the Interior, Washington, DC 20240. For additional information contact Animal Welfare Institute, Center for Action on Endangered Species, Center for Environmental Education, Defenders of Wildlife, The Humane Society of the United States, World Wildlife Fund, and National Wildlife Federation (see appendix for addresses). *Wildlife Alert! The Struggle to Survive* (J) and *Vanishing Wildlife Of North America* (A), Thomas B. Allen, National Geographic Society; *And Then There Were None* (J), Nina Leen, Holt, Rinehart & Winston; *Vanishing Species* (J), Ron Wilson, Chartwell House; *Lost Wild America* (A), Robert M. McLung, Morrow; *Extinct, Endangered, and Threatened*, filmstrip series, Pomfret House, Pomfret Center, CT; *Saving Our Wild Animals*, filmstrip series, National Geographic Society, Washington, DC.

animal welfare

human/animal relationships

concept: Humans have formed organizations to protect and control some animals.

language arts	social studies	math	health/science
Learner Outcome: By creating public education materials, students will demonstrate an understanding of the work of a local animal protection group.	**Learner Outcome:** Students will demonstrate an understanding of the function and structure of community service organizations within a community.		**Learner Outcome:** Students will identify health and safety problems that make animal control agencies necessary.
Teaching Strategy: Arrange for a representative of a local animal protection group to speak to your class about the organization and its purpose and programs. Help students develop a list of questions about animal protection to ask speaker. With assistance from the speaker, identify critical areas of concern and those problems the organization would most like the public to be aware of.	**Teaching Strategy:** Discuss with students the purpose of community service organizations (group cooperation to solve a particular problem or promote a cause). Relate examples of ways in which organizations can accomplish things that individuals can't do alone. Help students prepare a questionnaire to interview their parents and relatives about organizations they belong to. How are these groups structured? What voice does the individual member have? How are decisions made as to what course of action the group will take? Where does funding come from? What are the group's goals? What has it done toward reaching those goals? After students conduct interviews, help them compile information from interviews and discuss structure and function of groups involved.		**Teaching Strategy:** Invite an animal control officer to speak to the class about the health and safety problems caused by free-roaming pets (biting, fecal material on sidewalks or in yards, knocking over trash, obstructing traffic, auto injuries to humans and animals). Ask the speaker to discuss who is responsible for the problems, the animals or their owners.
Learning Activity: Students ask speaker predetermined questions relating to the topic of animal protection. Following presentation, students discuss with speaker ideas for public education projects. Then, students design and prepare posters, displays, bumper stickers, speeches, or other devices to assist the organization in spreading its message. If possible, students mount posters and displays in the school or community or present speeches to other classes.	**Learning Activity:** With assistance from teacher, students use information gained from interviews to form a model animal welfare organization within the class. As a group, students define problems, set goals, and develop courses of action for their group.		**Learning Activity:** Students discuss the problems highlighted by the speaker and the animal control officer's/agency's role in preventing these problems. Students each write a thank-you note to the speaker expressing appreciation for the visit and identifying at least one new fact learned about why animal control agencies are necessary in a community.
understanding communication, informative writing, organizing information	**communities**		**public health, safety**

resources:

General: Many local animal welfare groups and animal control agencies have educational programming and materials available for use in schools. Contact the agencies in your area for assistance or write to The Humane Society of the United States or other national agencies listed in the appendix for information on the work of animal welfare and control organizations. *Sam*, 16mm film, Adelphi Productions, Garden City, NY; *A Home Is Belonging To Someone*, filmstrip, Boulder County Humane Society, 2323 55th Street, Boulder, CO 80301; *The Animals Are Crying*, 16mm film, Learning Corporation of America, New York, NY, also available from The Humane Society of the United States (see appendix); *Working With Animals*, filmstrip series, Troll Associates, Mahwah, NJ; *Listen To Your Kitten Purr* (J), Lilo Hess, Scribner's; "The Animal Shelter," chapter from *Living With Animals* (J), American Humane Education Society (see appendix).

animal welfare

human/animal relationships

concept : Humans have the responsibility to provide proper care for animals kept in public or private facilities.

language arts	social studies	math	health/science
	Learner Outcome: Students will identify local, state, and federal laws that regulate facilities that house animals. **Teaching Strategy:** Help students identify facilities, other than private homes, that might house animals (e.g., zoo, animal shelter, pet store, commercial kennel, commercial or school laboratory). Then list the kinds of animals that may be found in each. Explain that in addition to basic animal control and anti-cruelty laws, laws exist to regulate minimum standards of care and housing for animals kept in public and private facilities (see resources). **Learning Activity:** Students compose class letters to local animal control department and to U.S. Department of Agriculture (see resources) requesting information on the minimum standards for care and housing of animals. When responses are received, students compose checklist for inspecting an animal facility, based on the minimum standards. Discuss: Do you think these "minimums" are enough to keep an animal healthy and comfortable? If not, what would you add? Why do you think laws are necessary to regulate the way people keep animals? **laws, community agencies**	**Learner Outcome:** Students will estimate the costs of providing proper care for large numbers of animals. **Teaching Strategy:** Provide pet care literature and assist students in making a list of some of the basic items needed to care for a pet dog or cat (e.g., food, kitty litter, veterinary care, collar, leash, dishes, beds). If possible, arrange a visit to a grocery or pet supply store and/or assist students in assigning realistic costs to each item needed to care for a pet for one month (include one routine visit to the veterinarian). **Learning Activity:** Students add costs to determine expense of caring for a pet for one month. Then pretend they operate animal shelters and care for 25 animals, for 50, and for 100, by multiplying the costs by each number. Speculate about what additional costs would be involved when caring for animals in a special facility instead of a home (labor, utilities, cleaning supplies, etc.). **money, problem solving**	**Learner Outcome:** Students will identify the basic needs of pet animals and compare how these needs are met in a home environment and in a shelter or kennel environment. **Teaching Strategy:** Provide students with pet care literature (see resources) and help class compile a list of basic needs for a dog and a cat. Be sure to include such needs as companionship, exercise, and play. Discuss how these needs are met in the home environment. Describe how animals are housed in an animal shelter or kennel and visit a local shelter to see how the animals' needs are met in these environments. Which needs are difficult or impossible to meet in the kennel environment (e.g., human companionship, play, exercise, fresh air). Explain that even though the kennel workers try to provide the animals with attention, the animals are still alone in their cages most of the time (see resources). **Learning Activity:** Each student creates a story about a dog or cat staying in a shelter or kennel and describes what a typical day would be like. **pets**

continued on next page

resources:

General: "How You Can Improve Your Local Animal Shelter," pamphlet, The Humane Society of the United States (see appendix); *Mrs. Frisby and the Rats Of NIMH* (J), Robert O'Brien, Atheneum.

SS: For information on the Animal Welfare Act, write Administrator, Animal and Plant Health Inspection Service, USDA, Washington, DC 20025, or write for "Report On Animal Welfare Laws," pamphlet, The Humane Society of the United States (see appendix).

H/S: Pet care literature is available from most local animal welfare organizations as well as from agencies listed in the appendix. *The Visitor* (J), Gene Smith, Dell; *All About Cats As Pets* (J), Marjorie Zaum, Messner.

animal-related careers

human/animal relationships

concept: Careers exist that involve working with and for animals.

language arts	social studies	math	health/science
Learner Outcome: Students will demonstrate an understanding of the qualifications needed for work in several animal-related careers. *This activity follows SS.*	**Learner Outcome:** Students will identify the duties involved in several animal-related careers and the function of these careers in the community.	**Learner Outcome:** Students will identify average salaries and education requirements for several animal-related careers. *This activity follows SS.*	**Learner Outcome:** Students will identify branches of science that deal with the study of animals.
Teaching Strategy: Prepare a simple job application form and demonstrate how to fill it out. Discuss and demonstrate basics of a job interview.	**Teaching Strategy:** Provide students with reference materials on animal-related careers (see resources). Have students form 3-person teams with each team researching a different animal-related career. When students have completed initial research into careers, discuss interviewing techniques and provide names of local resource people in animal-related careers who are willing to be interviewed.	**Teaching Strategy:** Assist students in compiling educational and salary data on careers researched in SS activity (see resources).	**Teaching Strategy:** Explain to students that many scientists are involved in studying animals. Provide dictionaries and post a chart listing the following branches of science: biology, zoology, herpetology, ornithology, entomology, ecology, ethology, ichthyology.
Learning Activity: Students complete job applications for positions they describe in SS activity. Then, members of each 3-person team role play a job interview with one person playing the applicant, one the personnel manager, and one the personnel secretary/receptionist.	**Learning Activity:** Student teams each research a different animal-related career, compiling all the information available from classroom/library resources. Then, students use information gathered to formulate questions to ask resource person about his/her work. Students should be sure to ask why the job is important for animals and for the community. Student teams arrange for and conduct interviews in person or on the phone, then use information from research and interview to write a job description for the career involved and a list of characteristics that make a person suitable for the position.	**Learning Activity:** Students list education requirements and projected salaries in two lists, then rank order each list with greatest amount of education and highest salary on top of respective lists. Students discuss relationships between where each career falls on the two lists. Do jobs that demand more education always provide higher salaries? Can satisfaction with your job sometimes compensate for lower pay? What might be some of the non-financial benefits of animal-related work?	**Learning Activity:** Students find words in dictionaries and fill in appropriate "study of..." descriptions. Then, students discuss how studies of different animals could help the animals.
filling out applications, interviewing, role play	**careers, communities**	**ordering, recording data and drawing conclusions**	**branches of animal science**

resources:

LA, SS & MA: *Careers: Working With Animals* (A), Guy Hodge, Acropolis, also available from The Humane Society of the United States (see appendix); *Careers In the Animal Kingdom* (J), Walter Oleksy, Messner; *Careers For Dog Lovers* (J), Lynn Hall, Follett; *Working With Animals*, filmstrip series, Troll Associates, Mahwah, NJ; *Who's Who In the Zoo?*, 16mm film, Centron Films, Lawrence, KS; *The Veterinarian Serves the Community*, 16mm film, FilmFair Communications, Studio City, CA; *Our Friend the Veterinarian*, 16mm film, Latham Foundation (see appendix); *Animal Doctors* (J), Patricia Curtis, Delacorte Dial); *Zoo Careers* (J), William Bridge, Morrow.

pet animals

In today's society, being a responsible pet owner means more than providing food and shelter for your dog or cat. It means making a well-informed choice in pet selection, safeguarding your pet against dangers, spending the time–as well as the money–required to keep your pet healthy and happy, and making a commitment to the animal for its lifetime, not merely for the time you find it appealing or practical. It also means accepting your responsibilities to the community–to keep your pet from becoming a nuisance and to neuter it to prevent unwanted offspring.

These requirements appear logical enough, yet millions of animals are put to death in animal shelters each year and millions more die on the streets and highways, all because of pet owners who don't understand, or don't care, about their responsibilities to their pets.

The activities that follow are designed to help students explore the special relationships that exist between pets and humans, identify the specific elements of responsible pet ownership, and understand the consequences that irresponsible pet ownership can have for both the animals and the community.

pethood

pet animals

concept: Humans raise and keep pet animals to fulfill emotional needs.

language arts	social studies	math	health/science
Learner Outcome: After viewing a film about human/pet relationships, students will recognize that pets can provide emotional support for humans. **Teaching Strategy:** Show the film *Big Henry and the Polka Dot Kid* (see resources). Clarify the plot sequence, main ideas, and character relationships through class discussion. Help students generate a list of words that describe the relationship between Luke Baldwin and the dog, Old Dan. What made Luke's relationship with Dan special? Why did he feel differently about Dan than the other humans did? **Learning Activity:** Students write short essays describing Luke's relationship with the dog, Old Dan, and comparing it to the boy's relationship with the other characters in the story. **critical viewing skills, writing essays**	**Learner Outcome:** Students will recognize that pets mean different things to different people within a community. **Teaching Strategy:** Lead the class in a brainstorming session to compile a list of words that describe how people feel about pets. Sample words might be: friend, protector, companion, playmate, toy, nuisance, or problem. Establish a list which the class feels represents a complete spectrum of feelings. **Learning Activity:** Each student surveys an assigned number of family members, friends, neighbors, etc., asking each to select which of the listed words best identifies his/her feelings about pets. As a class, students compile data and discuss: Which word was chosen most frequently? Least frequently? What does that tell you about the way people feel about pets? **conducting surveys, communities, respecting individual differences**	**Learner Outcome:** Students will tally and graph information about their family pets in order to illustrate the number and diversity of animals kept as pets. **Teaching Strategy:** Have students use dictionaries to find a definition for the word *pet*. Identify the different kinds of animals commonly kept as pets (dogs, cats, fish, birds, horses, guinea pigs, gerbils, hamsters, mice, rabbits) and discuss why some humans might want each as a pet. **Learning Activity:** As a class, students tally the following information about their families' pets: 1. total number of pets owned by students' families 2. average number of pets owned by students' families 3. number of different kinds of animals kept and the total of each kind (count all breeds of dogs simply as *dogs* and all breeds of cats simply as *cats*) 4. oldest pet 5. most popular pet (the kind of animal with the largest total under #3) 6. largest pet 7. smallest pet Then, students prepare graphs and/or charts to illustrate the information they found. **averaging, graphs, recording data and drawing conclusions**	**Learner Outcome:** Students will identify ways in which animals are used to help people who are living in institutions. **Teaching Strategy:** Ask students to share stories of times when a pet helped them feel better when they were sad, lonely, afraid, or experiencing an emotional crisis. Explain that pets are kept in some hospitals, nursing homes, prisons, etc. (see resources) to help people who live in these places. Show the film *Hi Ya Beautiful* (see resources) or have students write to groups involved in pet-facilitated therapy for information on their programming. **Learning Activity:** Students watch movie or write to organization involved in pet-facilitated therapy to obtain answers to questions: What kinds of animals are involved in these programs? Where do they live? Who takes care of them? Where do the animals come from? How are the animals picked for the program? In what ways do people benefit from the programs? Share responses with class. **mental health, emotions**

resources:

LA: *Big Henry and the Polka Dot Kid*, 16mm film, Learning Corporation of America, New York, NY.

SS: *Friend Dog* (J), Arnold Adoff, Lippincott.

H/S: Pets are currently being used in therapy programs for the elderly, institutionalized children and adults, prisoners, emotionally disturbed individuals, etc. Contact your local humane society to see of they conduct any programs in pet-facilitated therapy, or write for information on pet-facilitated therapy from Delta Group, Latham Foundation (see appendix) or San Francisco SPCA, 2500 16th Street, San Francisco, CA 94103. *Hi Ya Beautiful*, 16mm film, Latham Foundation (see appendix); *Skeezer: Dog With a Mission* (J), Elizabeth Yates, Harvey House (Hale); *Mine For Keeps* (J), Jean Little, Pocket (Simon & Schuster).

pethood

pet animals

concept: Some pet animals once met or now meet human needs other than emotional fulfillment.

language arts	social studies	math	health/science
Learner Outcome: By examining the role of pets in literature, students will recognize different roles animals play in people's lives.	**Learner Outcome:** Students will explore the ways in which animals are used in police work.		**Learner Outcome:** Students will identify ways that humans have influenced the evolution of pet species for human use.
Teaching Strategy: Provide students with some popular and classic books involving animals (see resources).	**Teaching Strategy:** Invite an officer from the canine division of your local police force to speak to your class about his/her dog and the work done by the animal. Before speaker arrives, have students prepare a list of questions such as: What type of work does your dog do? Is the dog ever in danger? How was it trained? What other jobs do dogs do in law enforcement? Where did you get your dog? Where does it live when it is not working? What is life like for the dog "off the job"? Does the police force use any other animals to assist in their work? If so, what kinds of animals and what do they do?		**Teaching Strategy:** Discuss differences between various breeds of dogs (sizes, shapes, classifications, ways in which they have been used by humans). Provide resources on the history of various breeds of dogs (see resources).
Learning Activity: Students each choose a book, read it, and write a report or create a visual (cartoon strip, diorama, collage, etc.) that describes the animal character and the role it played in the lives of the other characters in the book. Students should identify roles it served other than companionship. Then, students discuss: What role, other than companionship, can pet animals play in people's lives today?	**Learning Activity:** Students question officer about animal's life on and off the job. Then, students use information presented by speaker and material available in library to write reports about the life and work of police dogs. Reports should compare the working dog's life to that of a family pet.		**Learning Activity:** Students each choose a breed of dog and research its history. Then each student prepares a report on the breed, its origins, how it has been used throughout human history, and how humans have changed it by breeding for selected characteristics.
reading for main ideas, summarizing, writing book reports	**crime prevention, law enforcement**		**pets, heredity**

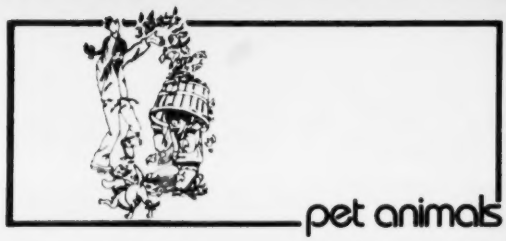
resources:

LA: *Lassie Come Home* (J), Eric Knight, Dell; *Black Beauty* (J), Anna Sewell, Scholastic; *The Black Stallion* (J), Walter Farley, Random House; *Skeezer: Dog With a Mission* (J), Elizabeth Yates, Harvey House (Hale); *A Dog For Joey* (J), Nan Gilbert, Harper &Row; *Light a Single Candle* (J), Beverly Butler, Archway; *Cindy: A Hearing Ear Dog* (J), Patricia Curtis, Dutton; *Follow My Leader* (J), James Garfield, Viking; *The Blind Colt* (J), Glen Rounds, Scholastic; *Justin Morgan Had a Horse* (J), Marguerite Henry, Rand McNally; *The Call Of the Wild* (J), Jack London, Scholastic.

SS: *City Horse* (J), Jack and Patricia Demuth, Dodd, Mead; *Police Dogs In Action* (J), Clarke Newlon, Dodd, Mead; *Police Horses*, 16mm film, Latham Foundation (see appendix).

H/S: *The New Dog Encyclopedia* (A), Henry Davis, Stackpole; *The Roger Caras Dog Book: A Guide To Purebread Dogs* (A), Roger Caras, Holt, Rinehart & Winston; "The Gaines Guide To America's Dogs," poster, Gaines Dog Research Center, 250 North Street, White Plains, NY 10625; "Dogs and Cats Of the World," poster, Ralston Purina, Checkerboard Square, St. Louis, MO 63188.

pethood



concept: The factors considered in pet selection can affect the welfare of the animal selected.

language arts	social studies	math	health/science
Learner Outcome: Students will identify characteristics of different pets which may affect pet selection. *This activity follows MA, SS, and H/S.*	**Learner Outcome:** Students will identify public laws and private regulations that may affect pet ownership.	**Learner Outcome:** Students will recognize that the expense involved in keeping a pet varies with the kind of animal chosen.	**Learner Outcome:** Students will understand the effects that some pets may have on human health and how these may be a factor in pet selection.
Teaching Strategy: Discuss what factors should be considered when choosing a pet (see resources) and what might happen if each factor is not considered.	**Teaching Strategy:** Elicit discussion from class about some locations where pets may not be welcome (e.g., apartments, rental housing, a large number of animals in a residential community). Divide students into two groups to: (1) research zoning laws which may limit pet ownership and/or laws that dictate maximum number of animals per household (see resources), and (2) survey apartments in community for pet policy.	**Teaching Strategy:** Divide class into groups. Have each group choose a different type of pet. Discuss the variety of costs involved in maintaining a pet and list them on the board. List should include food, grooming supplies, licensing, veterinary care, spay/neuter surgery, environmental needs, caging, toys, training, etc. Be sure list allows for the variety of pets chosen by class groups.	**Teaching Strategy:** Invite a veterinarian or public health official to speak to the class about common animal diseases and parasites. Ask the resource speaker to identify those diseases and/or parasites which may be transmitted to humans. Ask the speaker also to identify those animals which may trigger human allergies.
Learning Activity: Student groups from MA activity use what they have learned about expenses, diseases, and regulations plus additional information from library or classroom resources to prepare booklets entitled, "Guide to Owning a...," describing the characteristics of their chosen animal and requirements for an appropriate home. As a follow-up, teacher describes a series of sample home situations and students suggest what kind(s) of pets might be appropriate in that environment. For example: single person living in an apartment and working all day; family with daughter who is allergic to cats; family with a big home on a busy street and without a fenced yard; etc.	**Learning Activity:** Students research regulations and restrictions and share information collected with the class. Then, students write a story speculating as to why these restrictions were imposed or, if there were no restrictions, why these restrictions might exist in other communities. Include in stories the benefits/drawbacks that the restrictions have for humans and for the animals.	**Learning Activity:** Student groups identify those needs from class list that relate to their chosen pet and divide items between group members to price. Students use information collected to prepare charts of pet costs over one year period. When completed, students, as a class, make bar graph showing comparative cost of keeping different pets.	**Learning Activity:** Students listen to and question resource speaker. Then students identify ways that some diseases can be controlled so that they need not be a limiting factor in pet selection.
using resources, summarizing, informative writing	**laws, citizenship, responsibility**	**bar graphs, money**	**pets, health/allergies**

resources:

General: Factors that may affect the animal's welfare include available space and time; family members' likes, dislikes, and allergies; the economic situation; neighbors' feelings; legal restrictions; and available health care. *The Handbook Of Animal Welfare* (A), Robert D. Allen and William H. Westbrook, eds., Garland; *The Family Chooses a Pet*, 16mm film, Latham Foundation (see appendix); *Choosing the Right Pet*, two-part filmstrip series, Animal Care and Education Center, P.O. Box 64, Rancho Santa Fe, CA 92067.

SS: For information on laws that regulate/limit pet ownership in your community, contact your town or city government office, the local animal shelter, animal welfare organization, or animal control officer.

pethood

concept: Not all animals make good pets.

pet animals

language arts	social studies	math	health/science
Learner Outcome: Using creative writing skills, students will demonstrate an understanding of the problems of animals that are removed from their natural environment. **Teaching Strategy:** Show the film or read the book *Lafcadio, the Lion Who Shot Back* (see resources). When completed, have students suggest possible endings for the story. Discuss why Lafcadio is no longer comfortable in the lion world and yet cannot really fit into the human world. Discuss what other kinds of animals might not adapt well in the human world. **Learning Activity:** Students create stories describing how their lives would change if they left the human world to live with lions. What things would they have to do without? What would a typical day be like? Students should explain in the stories which situation (living with humans or living with lions) they feel they would prefer and why. writing stories	**Learner Outcome:** Students will identify and evaluate laws that exist to limit the kinds of animals that can be kept as pets. **Teaching Strategy:** Find out what laws exist to govern the keeping of wild animals in your community by contacting a local conservation officer, public health official, humane society, zoo, or veterinarian. Tell class about existing laws. Elicit discussion about the laws. How strict are the laws? Who enforces them? What penalties exist for people who break the laws? What happens to the animals? **Learning Activity:** Students debate the need for laws that regulate the keeping of wild animals, keeping in mind the welfare of both humans and the animals. Following the debate, each student writes a paragraph explaining his or her feelings about the need for such laws, whether he/she feels the existing laws are adequate, too weak, or too restrictive, and what changes, if any, he/she would make. laws, debate, community helpers		**Learner Outcome:** Students will identify natural behavior patterns of a wild animal that are disrupted when the animal is kept as a pet. **Teaching Strategy:** Help students research and create a description of a typical day in the life of a chimpanzee in the wild (see resources). Include accounts of animals encountered, food eaten, and the habitat itself. If possible, share a book or film about the life of a chimpanzee. Then ask students to describe how a chimpanzee's life would be different if it lived with humans. Are humans the chimpanzee's natural companions? Do wild chimpanzees want to be around people? What chimpanzee-like things would the animal be unable to do if it lived as a pet? Elicit discussion as to why living naturally might be preferable to living with humans for a chimpanzee or other wild animal. **Learning Activity:** Students write two parallel narratives, one about a day in the life of a chimpanzee in the wild and one about a day in the life of a captive chimpanzee. animal behavior

resources:

General: Definition: *exotic pet*–any animal not genetically controlled over a very long period of time and specifically, thereby, adapted to the human environment. *Manimals*, 16mm film, Phoenix Films, New York, NY; *Me and You Kangaroo*, 16mm film, Learning Corporation of America, New York, NY; *The Family Chooses a Pet*, 16mm film, Latham Foundation (see appendix); *The Cry Of the Crow* (J), Jean Craighead George, Harper & Row.

LA: *Lafcadio, the Lion Who Shot Back* (J), Shel Silverstein, Harper & Row; *Lafcadio, the Lion Who Shot Back*, 16mm film, Learning Corporation of America, New York, NY.

H/S: *Goblin, a Wild Chimpanzee* (J), Geza Teleki and Karen Steffy, Dutton; *The Mother Chimpanzee* (J), Edith Thatcher Hurd, Little, Brown.

pet needs

pet animals

concept: **Pets depend on responsible owners to fulfill their needs.**

language arts	social studies	math	health/science
Learner Outcome: Students will demonstrate an understanding of the concepts of *responsible* and *irresponsible* as they relate to pet ownership. **Teaching Strategy:** Provide students with dictionaries and pet care literature (see resources). **Learning Activity:** Students use dictionaries to look up meanings of *responsible* and *irresponsible*. Then, students discuss definitions and devise a class definition for each word. Using pet care literature provided by teacher and personal experience as background, students then write descriptions of a responsible pet owner and an irresponsible pet owner.	**Learner Outcome:** Students will recognize the responsible and irresponsible alternatives for care of a pet during vacations. **Teaching Strategy:** Elicit discussions about students' vacations, including where they have gone, how they traveled, and preparations they made for the trip. Explain that pets are family members that must often be left behind during vacations. Show film, *The Perils Of Priscilla* (see resources). Identify reasons why the arrangements Priscilla's owners made for her care were irresponsible. Help students make a list of responsible alternatives for housing pets during vacations (e.g., kennels, with friends, at home with sitter, taking the pet along if proper facilities are available). **Learning Activity:** Students prepare posters to remind pet owners of the importance of making responsible arrangements for care of pets during vacations. If possible, display posters in community or school.	**Learner Outcome:** Students will recognize that pet ownership is a commitment for the life of the pet. **Teaching Strategy:** Discuss with students the long-term commitment of pet ownership. Choose one pet as an example and ask students to speculate on the changes that might take place in their families' lives over the length of time represented by the animal's life span. How will these changes affect their ability to care for the pet? Explain that being a responsible pet owner is a commitment for the life of your pet. Review bar graphs. **Learning Activity:** Students research life expectancies of human, dog, cat, horse, bird, fish, and guinea pig and make bar graph to illustrate relationships.	**Learner Outcome:** Students will demonstrate basic animal first aid techniques. **Teaching Strategy:** Help class develop a list of accidents that happen to animals (e.g., automobile accidents, heatstroke, electrocution, poison, cuts and abrasions). Discuss appropriate first aid techniques for each situation (see resources). (If possible, invite veterinarian, veterinary technician, or humane society representative to demonstrate animal first aid for class.) Caution students that the first thing to do in any emergency situation is to contact an adult, if possible, and that the objective of first aid is to keep the animal comfortable/safe until it can be taken to a veterinarian. Assign one type of accident to each of several small groups of students. Have students bring stuffed animals from home and provide appropriate props for first aid practice (bandages, wood for splints, blankets, etc.). **Learning Activity:** In small groups, students practice the first aid techniques they have been assigned on stuffed animals, then demonstrate for class.
using the dictionary, writing descriptions, concept development	**responsibility**	**bar graphs**	**pet first aid**

resources:

General: Pet care literature is available from most local animal welfare organizations and animal control departments as well as from a number of organizations listed in the appendix.

SS: *The Perils Of Priscilla*, 16mm film, Churchill Films, Los Angeles, CA; "Touring With Towser," booklet, Gaines Dog Research Center, 250 North Street, White Plains, NY 10625; "Pets and Vacations," chapter from *Living With Animals* (J), American Humane Education Society (see appendix).

MA: *Why Does a Turtle Live Longer Than a Dog?* (J), Barbara Ford, Morrow.

H/S: "Angell Memorial Guide To Animal First Aid," booklet, American Humane Education Society (see appendix); *First Aid For Pets* (A), Robert W. Kirk, Dutton.

pet needs

concept: Pet animals need to be trained and controlled to live safely in the human world.

language arts	social studies	math	health/science
Learner Outcome: Students will recognize that pet owners are responsible for the actions of their pets. *This activity follows SS.*	**Learner Outcome:** Students will identify common dog problems in the home or community.		**Learner Outcome:** Students will relate basic dog obedience behaviors to common situations in which the training would be valuable.
Teaching Strategy: Suggest to students that many humans don't realize that dogs can't be held accountable for their owners' irresponsibilities. Have students pretend they are an advertising agency hired by the community's dogs to tell the animals' side of the story. Identify a variety of media that might be used (e.g., bumper stickers, posters, slogans, radio spots, television talk shows, newspaper articles). Assign each medium to a student or group of students.	**Teaching Strategy:** Ask students to share examples of problems dogs can create in a human environment (e.g., barking too much, tearing up yards, leaving fecal material on yard or sidewalk, chewing on shoes/furniture, jumping on people). Discuss who is at fault in each case, the dog or the owner. Explain that these actions represent natural behaviors for an untrained dog, and that each problem could be avoided through proper training and control. Explain that although the owners are responsible for their pets' actions, humans often blame the problems on the dogs.		**Teaching Strategy:** Invite a local obedience trainer or humane society representative to visit your class and give an obedience demonstration, or show a film on obedience training (see resources). Ask speaker to discuss the elements of a dog's natural behavior that play a part in obedience training and how the training can help a pet to live safely and comfortably in the human world. Describe sample situations in which obedience training would prove helpful to a dog and/or its owner. Examples: 1. An owner must walk his/her dog each day on a busy street. 2. An owner likes to take his/her dog along on walks in the country. 3. A family with small children owns a dog. 4. A dog owner has friends who visit often but don't like dogs.
Learning Activity: Students design a public education campaign around the theme "Pet Problems Are Really People Problems," focusing on how responsible pet owners can keep their pets out of trouble through proper training and control. If possible, students display some of the scripts, posters, or bumper stickers in the school or community.	**Learning Activity:** Students survey friends and neighbors, asking them to specify what bothers them most about dogs. Students compile results and identify potential consequences of humans blaming these problems on dogs (cruel treatment of dogs, increased restriction against pets, negative attitudes about animals). How could these problems be solved? Is it important to train your pet? Why?		**Learning Activity:** Students describe what obedience behavior would prove helpful to the pet and owner in each situation described.
informative writing	**responsibility, citizenship**		**animal behavior, pets**

resources:

General: *My Dog the Teacher*, 16mm film, The Humane Society of the United States (see appendix); *Some Swell Pup* (J), Maurice Sendak and Matthew Margolis, Farrar, Straus, Giroux.

H/S: *Heel, Sit, Stay, Down, Come*, 16mm film, Latham Foundation (see appendix); *Good Dog, Bad Dog* (A), Matthew Margolis and Mordecai Siegal, New American Library; *How To Be Your Dog's Best Friend* (A), Monks of New Skete, Little, Brown.

consequences of human irresponsibility

concept: When a pet owner is irresponsible, the pet's health or life may be in danger.

pet animals

language arts	social studies	math	health/science
Learner Outcome: Students will demonstrate an understanding of the plight of a lost pet. **Teaching Strategy:** Elicit discussion about what could happen to a pet, lost and unidentified, that is running loose in a human community (see resources). Help students identify potential dangers that a stray pet could encounter (e.g., other domestic or wild animals, cars, trash, severe weather conditions). **Learning Activity:** Students use information from discussion to prepare a class dramatization of the problems faced by a lost and unidentified pet. Students should include as characters: (1) pet, (2) car driver who almost hits pet, (3) people in street who encounter pet, (4) other animals (domestic and wild) that encounter pet, (5) person whose trash is knocked over by pet, (6) person who takes pet in and calls animal control officer, (7) animal control officer, (8) local newscaster who announces lost pets on his/her radio show, and (9) pet's owner. One student can serve as narrator to provide continuity between scenes. After presentation, students discuss the outcome. How could the pet have been returned to its owner more quickly? Would it have helped if the pet had a license and identification tag? How would the pet have been prevented from becoming lost in the first place? storytelling, dramatization	**Learner Outcome:** Students will identify the consequences of pet abandonment for the pet and the community. **Teaching Strategy:** Ask students to suggest possible courses of action that a person might take if he/she had a pet that he/she could no longer keep. Identify all possible alternatives and list on board. Discuss reasons why some people might choose to abandon the animal as a solution to the problem. Have a student contact the local animal welfare organization or animal control officer for information on the problem of pet abandonment, read students a book, or show a film that describes the experiences of an abandoned pet (see resources). Find out if there are laws in your community that pertain to pet abandonment by contacting local government offices. **Learning Activity:** Students use information received or material presented in book/film to create a list of problems, for the pet and for the community, that can occur when a pet owner abandons his/her pet. Then, students discuss again the possible alternative courses of action for dealing with an unwanted pet. Do they think abandonment is a viable alternative? Which of the alternatives provides the most benefits for the pet? Which one would each student choose? Why? communities, responsibility		**Learner Outcome:** Students will recognize that holiday activities can threaten the health and safety of pets. **Teaching Strategy:** Generate discussion about activities that people participate in on Halloween, Thanksgiving, Christmas, and the Fourth of July. Explain that although holidays are fun and exciting for people, sometimes they can be frightening for and/or threatening to the health and safety of pets (e.g., Halloween–trick or treaters, pranks; Thanksgiving–turkey bones; Christmas–noise and excitement, tree lights, tinsel and ornaments, wrappings; Fourth of July–fireworks, parades). Encourage students to share any anecdotes about experiences with family pets during the holidays, then discuss what special precautions might be taken to keep those holidays safe for pets. **Learning Activity:** Students choose upcoming holiday, then create posters and slogans to emphasize the need for special consideration and protection of pets during holiday celebrations. Students display posters in school or community. pets, safety

resources:

LA & SS: *The Perils Of Priscilla*, 16mm film, Churchill Films, Los Angeles, CA; *A Home Is Belonging To Someone*, filmstrip, Boulder County Humane Society, 2323 55th Street, Boulder, CO 80301; *Sam*, 16mm film, Adelphi Productions, Garden City, NY; *Abandoned* (J), G.D. Griffiths, Yearling (Dell); *Wild Dogs Three* (J), Michael W. Fox, Coward, McCann, Geoghegan; *Wild Cat* (J), Robert Newton Peck, Camelot (Avon); *Just a Dog* (J), Helen Griffiths, Pocket (Simon & Schuster).

consequences of human irresponsibility

concept: When a pet owner is irresponsible, the pet may cause problems in the human and natural environments.

pet animals

language arts	social studies	math	health/science
Learner Outcome: Students will use creative writing skills to complete a story about pet owner irresponsibility. **Teaching Strategy:** Tell students the beginning of a story in which a pet causes a dangerous or bothersome situation as the result of its owner's irresponsibility. For example: 1. A dog digs under the fence to the chicken coop... 2. Someone's pet runs out in front of the car you are riding in... 3. Someone's pet knocks over your garbage and spreads it all over the yard... 4. A neighbor's cat is killing all the birds at your feeder... **Learning Activity:** Students complete the story in writing, then participate in discussion of possible outcomes and what responsible actions could be taken to prevent the situations. **writing stories**	**Learner Outcome:** Students will recognize that there are places in their community that are inappropriate or unsafe for pets. **Teaching Strategy:** Discuss what places in the community are not appropriate for pets, either because of potential danger to people or potential danger to the pet (e.g., stores, offices, downtown areas). Talk about what happens when a dog comes into the school yard or the school building. **Learning Activity:** Students write a description, from a dog's point of view, of the school and school yard and the things and people that may be encountered there. What similar problems could occur for a pet in a store? An office building? At a sporting event? **citizenship, school safety**	**Learner Outcome:** Students will determine how much money irresponsible pet owners cost the taxpayers of their community. **Teaching Strategy:** Lead students in discussion to identify the potential problems that may be caused when pets are allowed to run at large (e.g., automobile accidents, strewn trash, bushes and gardens destroyed, build-up of fecal material, disease spread, wildlife and/or livestock damage, bites). Identify community agencies that deal with these problems (animal control, public health, sanitation, transportation/traffic, police). If possible, invite an animal control officer to speak to the class about the need for his/her work. Divide class into several groups. **Learning Activity:** Student groups each choose one problem caused by free-roaming pets in the community, identify the agency involved in dealing with the problem, and write to them for figures illustrating the scope and cost of their animal-related programs. When information is received, class compiles data and prepares charts/graphs illustrating cost of irresponsible pet ownership in community. **money, graphs, recording data and drawing conclusions**	**Learner Outcome:** Students will recognize those diseases that can be transmitted to humans from animals, and identify methods used to prevent their spread. **Teaching Strategy:** Invite a speaker to discuss zoonoses (diseases transmittable from animals to humans) with class. Possible speakers are a local humane society representative, a veterinarian, health department official, or the school nurse. **Learning Activity:** Students write short papers describing one of the diseases they learned about and how responsible pet owners can help to prevent its spread. **public health**

resources:

General: "The Reign Of Cats and Dogs," reprint, The Humane Society of the United States (see appendix); *The Dog Crisis* (A), Iris Novell, St. Martin's.

LA: *Audubon Cat* (J), Mary Calhoun, Morrow.

SS: *Animals Can Bite*, 16mm film, Pyramid Films, Santa Monica, CA.

consequences of human irresponsibility

pet animals

concept: Excessive breeding of dogs and cats causes pet overpopulation problems.

language arts	social studies	math	health/science
Learner Outcome: Students will demonstrate an understanding of the scope, consequences, and possible solutions to the pet overpopulation problem through preparation of a public information brochure on the subject.	**Learner Outcome:** Students will identify sources of the pet overpopulation problem. *This activity follows LA.*	**Learner Outcome:** Students will be aware of the extent of the pet overpopulation problem in their community. *This activity follows LA.*	**Learner Outcome:** Students will recognize that spay/neuter surgery is a means of controlling the pet overpopulation problem.
Teaching Strategy: Provide students with addresses of organizations that publish information on the pet overpopulation problem (see resources). Help students compose letters to agencies requesting brochures and pamphlets on the subject. When materials arrive, discuss content and format.	**Teaching Strategy:** Help students make list of potential sources of pet dogs and cats (e.g., animal shelters, breeders, pet stores, friends/neighbors, finding a stray, ads in the newspaper). Then, help students prepare a survey form asking what kinds of pets people have, where they got them, whether they were asked to meet any conditions in order to get the pets (e.g., spay/neuter the animal, minimum yard size, if they had to pay for the pet). Ask students to survey several friends and neighbors. When students complete surveying, compile results. Discuss: Where did most people get their pets? What conditions did they have to meet? How many people paid for their pets?	**Teaching Strategy:** Appoint students to contact the local animal shelter(s) to find out the total number of animals received, the number placed in new homes, the number returned to owner, and the number destroyed during the year. Put these numbers on the board.	**Teaching Strategy:** Discuss spay/neuter surgery as a means of preventing pets from producing unwanted litters. Have students ask parents, neighbors, etc., what they know about spaying/neutering and whether they think it is a good or bad idea to spay or neuter pets, and why. Discuss responses received by students. Then, invite a veterinarian or animal shelter representative to speak to the class about pet population control, spaying/neutering, and the effects of surgery on a pet's health and behavior, or show the film *Pethood or Parenthood* (see resources). Note: Most veterinarians agree that spaying/neutering has little effect on a pet's behavior. It can also prevent some serious health problems and consequently lead to a longer life span.
Learning Activity: Students each write and design a brochure to educate their friends and/or family about the pet overpopulation problem. Students evaluate their own work with questions such as: Does it say all I want it to? Will the reader understand the problem? Is it attractive enough to make someone want to read it? Students share copies of completed brochures with other classes and/or community.	**Learning Activity:** After discussing results, students write short papers explaining which pet sources might contribute to the pet overpopulation problem, which might help to alleviate it, and why.	**Learning Activity:** Students use figures on board to determine the percentage of animals placed, returned to owner, or destroyed, then figure the average number of animals received by the shelter each day. Based on what they learned in LA activity, students write letters to the editor of a local paper expressing their feelings about the pet overpopulation problem, sharing the local figures, and suggesting what may be done to alleviate the problem.	**Learning Activity:** Following speaker's visit or film, students discuss again the responses given by parents and neighbors. Were the negative ideas they had about the effects of spaying accurate? Then, students make posters promoting spaying as a means of controlling pet over-population, and display posters in school or community.
organizing information, informative writing	**community problems**	**finding percentages, averaging**	**pets, animal behavior**

resources:

General: Literature on the pet overpopulation problem is available from most local animal shelters and animal welfare agencies as well as The Humane Society of the United States (see appendix). *The Animals Are Crying*, 16mm film, Learning Corporation of America, New York, NY, also available from The Humane Society of the United States (see appendix); *Just a Dog* (J), Helen Griffiths, Pocket (Simon & Schuster); *Wild Dogs Three* (J) Michael W. Fox, Coward, McCann, Geoghegan; "The Animal Shelter," chapter from *Living With Animals* (J), American Humane Education Society (see appendix).

H/S: *Pethood or Parenthood*, 16mm film or slide set, American Veterinary Medical Association, 600 South Michigan Avenue, Chicago, IL 60605.

consequences of human irresponsibility

concept: Abandoned pets are the products of irresponsible owners.

pet animals

language arts	social studies	math	health/science
Learner Outcome: Students will recognize the potential consequences of pet abandonment.	**Learner Outcome:** Students will recognize the role of animal shelters in providing alternatives to pet abandonment.		**Learner Outcome:** Students will identify the potential effects abandoned pets can have on human health and the environment.
Teaching Strategy: Elicit discussion about loose animals in the neighborhood. How many do you think are just wandering from home? How many are lost? How many have no homes? Explain that many people who no longer want their pets simply drop them off somewhere, believing that someone will take the animals in or that they can fend for themselves. These animals usually die as a result of accidents, disease, or starvation (see resources). Assign student to contact animal shelter or police department to see if abandonment is against the law in your community.	**Teaching Strategy:** Elicit discussion from students about the role of animal shelters. What do they do? Who runs them? Who uses them? Where do the animals come from? Do they all find homes? Show film, *The Animals Are Crying** (see resources). Following film, discuss student feelings about euthanasia. Is it fair to kill animals simply because no one wants them? Why would euthanasia be preferable to abandonment? What can owners do so that neither alternative is necessary? *Note: Due to the sensitive nature of this film, it should be previewed by teacher before showing to class.		**Teaching Strategy:** Ask students to speculate about where abandoned pets seek food. Although many starve, others exist for some time on garbage or by killing and eating local wildlife or even farm animals. Provide students with addresses of the local health department, conservation or environmental protection office, and state department of agriculture.
Learning Activity: Students brainstorm list of potential hazards to abandoned pets. Then, students write slogans, make posters, and write sample radio or television announcements warning people about the problems of pet abandonment.	**Learning Activity:** Using knowledge gained in film, students write descriptions of the role the animal shelter plays in the community and list reasons why unwanted pets should be taken to a shelter rather than abandoned.		**Learning Activity:** Students choose one of the above offices and, as a class, write a letter requesting information about the problems caused by abandoned or free-roaming animals, and any programs that may have been set up to combat these problems. Students use information received to create a bulletin board with the theme, "Abandoning Pets Hurts Everyone."
informative writing, writing commercials	**community agencies**		**public health, safety, ecology**

resources:

LA: *Abandoned* (J), G.D. Griffiths, Yearling (Dell); *The Cat That Overcame* (J), Helen La Penta, Scholastic; *Just a Dog* (J), Helen Griffith, Pocket (Simon & Schuster); *Wild Dogs Three* (J), Michael W. Fox, Coward, McCann, Geoghegan; *Summerdog* (J), Thom Roberts, Camelot (Avon); *A Home Is Belonging To Someone*, filmstrip, Boulder Humane Society, 2323 55th Street, Boulder, CO 80301.

SS: *The Animals Are Crying*, 16mm film, Learning Corporation of America, New York, NY, also available from The Humane Society of the United States (see appendix).

wild animals

Out of sight and out of mind, wild animals are of little or no concern to many humans. Often unaware of the detrimental effects of their actions on the environment, humans shape and alter the world to fit their own needs. As a result, they interfere with the balance of nature essential to a healthy environment. Some humans have more direct contact and involvement with wild animals, but view them only in terms of the profits or recreation they provide. Both the unintentional and the direct activities can have the same result–tremendous problems for the wild animals that share the earth.

The activities in this section are designed to help students understand the interconnection and interdependency of all living things, identify the problems caused by human interference in the natural environment, and recognize their responsibility for maintaining a healthy environment for both humans and animals.

nature's interdependence

concept: Humans share the earth with other animals.

language arts	social studies	math	health/science
Learner Outcome: Students will chronicle the daytime or nighttime travels and activities of a local wild animal. **Teaching Strategy:** Explain what a journal is and how it is used. Help students list wild animals that may be found in or around their community. **Learning Activity:** Each student selects an animal from the list and "becomes" that animal for a day. Using the library or classroom reference materials, students research information about their selected animals. Then students write journals, using the first person point of view, that chronicle the animals' activities from the time they awaken or become active. Journals should be written with as much detail as fact and imagination allow. A record of the different places where the animals travel as well as notes about activities and encounters should be included.	**Learner Outcome:** Students will identify animals that live on different continents and oceans of the world. **Teaching Strategy:** Post a large map of the world on a bulletin board. Supply pins and small squares of paper to make "flags" to use on the map. Assign each of the world's continents and oceans to groups of students. Instruct each group to use classroom or library resources to identify and research at least three animals that are native to their assigned continent or ocean. **Learning Activity:** Students identify animals native to their assigned continents or oceans and make a flag pin for each, with the name of the animal on one side and a one-word description of its habitat on the other side (e.g., desert, forest, sea, ice cap, field, mountain). Then, students place flag pins in the area of the bulletin board map where the animal is most commonly found. Discuss: Is there any area where no animals are found? Are there any animals that can be found in many different places around the world? Are these animals native to all of the areas where they now live or have they been brought there by humans? Which kinds of the animals identified can only be found on one continent or in one ocean?	**Learner Outcome:** Students will recognize that some animals' habitats cover large areas. **Teaching Strategy:** Help students identify several animals that migrate regularly (e.g., whales, most birds, monarch butterflies, eels, some African plains animals–see resources). Discuss why animals migrate. **Learning Activity:** Student groups each choose a migrating animal and use classroom or library resources to research its migratory route, including such information as the distance it travels, how long its migration takes, and the continents, countries, or oceans it crosses. Then, students combine information and make three classroom charts, placing the animals in rank order according to distance traveled, time traveled, and number of countries, continents, or oceans crossed. Discuss: What happens to the animals if their migratory routes are interrupted by human constructions (e.g., pipelines, roads, cities, dams).	**Learner Outcome:** Students will identify characteristics of some wild animals that have enabled the animals to flourish in or around human habitat. **Teaching Strategy:** Help students identify several local wild animals that seem to thrive despite human encroachment on their natural habitat (e.g., opossum, chipmunk, crow, skunk, coyote, woodchuck, porcupine, rabbit, gull, raccoon, pigeon). Discuss possible explanations for each species' success (see resources). Assign each animal to a group of students. **Learning Activity:** Student groups use classroom or library resources to research behavior and characteristics of assigned animals. Then, students use information gathered to formulate a list of characteristics that have enabled the animal to thrive at the edge of human civilization while other wild animals have died off (e.g., large numbers born, ability to eat human garbage, appropriate camouflage). Student groups mount information gathered with drawings of animals on a bulletin board entitled "Animal Survivors."
using resources, organizing information, writing stories	**geography/continents and oceans**	**ordering, measuring distance**	**animal homes, animal adaptations, hypothesizing**

resources:

General: *Kingdom Of the Animals*, filmstrip series, National Geographic Society, Washington, DC; *A Walk In the Forest*, 16mm film, Pyramid Films, Santa Monica, CA; *Teaching Aids For Living and Learning: Animals Around the World* and *Birds*, language arts units, National Association for the Advancement of Humane Education (see appendix); *The International Wildlife Encyclopedia*, Maurice and Robert Burton, eds., Cavandish.

LA & H/S: *The Survivors, Enduring Animals Of North America* (J), Jack Denton Scott, Harcourt Brace Jovanovich; *Secret Neighbors: Wildlife In a City Lot* (J), Mary Adrian, Hastings House.

MA: *Migrating Animals* (J), Michael J. Walker, McKay; *Animal Migration* (A), John Cloudsey-Thompson, Putnam's.

nature's interdependence

concept: In nature all things, living and non-living, are connected.

language arts	social studies	math	health/science
Learner Outcome: By predicting the outcome of the removal of one or more components from the natural environment, students will demonstrate an understanding that all things in nature are connected. **Teaching Strategy:** Share with students an example of a "What if..." situation (e.g., What if the rain stopped falling? What if all the trees died?). **Learning Activity:** Students research and list the contributions of a chosen component of nature (e.g., trees, grass, rain, snow, birds, animals). Then, students write an essay or prepare an oral presentation with the theme "What if..." their chosen subject did not exist.	**Learner Outcome:** By defending an animal species' right to exist, students will demonstrate an understanding of the role it plays in its natural environment. **Teaching Strategy:** Suggest to class that a particular species of animal (e.g., bee, snake, rabbit, bat) be put on trial to determine if it is a necessary part of its natural environment. Have prosecutor charge that the species is useless and therefore should be eliminated from its natural environment. **Learning Activity:** Students set up a model courtroom and place the animal species on trial. Individual students assume roles of judge, jury, prosecutor, defense attorney, court clerk, defendant, and witnesses (other animals or plants that depend on, are eaten by, or compete with defendant, humans who like or dislike the animal).		**Learner Outcome:** Students will recognize that all animals depend upon other animals or plants for sustenance. **Teaching Strategy:** Provide yarn and animal name signs. Assign each of twelve students the following roles: 1 sun 5 plants 3 herbivores—field mice 2 carnivores—foxes 1 omnivore—bear Use strands of yarn to attach each player to every other player who represents something that his/her plant or animal might eat and/or derive energy from (i.e. sun to plants, plants to mice, mice to foxes, bear to mice and plants). Explain connections and what plants/animals draw from each other. (Remember that plants derive nutrients from animal waste and decaying plant/animal matter, so the animals are "food sources" for the plants as well as the reverse). **Learning Activity:** Pose question: What would happen if any one element in the food web disappeared? Students not involved in web cut the yarn to represent the loss or disappearance of one plant or animal in the web. All plants or animals that depend on that item for food or population control must then be cut. Continue until all have been affected, illustrating the connection of all facets of nature. Students make posters to illustrate a food web.
writing essays, using resources	**judicial process, environmental protection**		**natural cycles, food chains**

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resources:

General: *How Living Things Depend On Each Other*, filmstrip, National Geographic Society, Washington, DC; *A Walk In the Forest*, 16mm film, Pyramid Films, Santa Monica, CA; *Wild America: Who Needs It?*, 16mm film, Phoenix Films, New York, NY; *Predator* and *Pollination*, ecology card games, Dynamic Teaching Materials, San Diego, CA; *Manure To Meadow To Milkshake* (A), handbook of environmental activities, Eric Jorgensen, Trout Black, and Mary Hallesey, Hidden Villa Environmental Education Project, Drawer A-H, Los Altos, CA 94022; *Joy Of Nature: How To Observe and Appreciate the Great Outdoors* (A), Reader's Digest.

human responsibilities

concept : Humans have the responsibility to preserve and allow for the development of natural habitats for wildlife.

language arts	social studies	math	health/science
Learner Outcome: Students will write news stories to demonstrate an understanding of the importance of efforts to preserve wildlife habitat. *This activity follows SS.* **Teaching Strategy:** Instruct students in the fundamentals of writing a news story (e.g., placing most important facts at beginning of story; answering the questions who, what, when, where, why, and how in the first paragraph). **Learning Activity:** Students write news stories about their efforts to improve wildlife habitat around their school or in the park. Stories should include reasons why their efforts were important for the animals and the community.	**Learner Outcome:** Students will demonstrate an understanding of the process involved in developing natural habitat areas for wildlife. **Teaching Strategy:** Provide resources and direct students in developing a plan for creating natural habitat areas for wildlife on the school grounds or in a nearby park (see resources). **Learning Activity:** Students research the components of a chosen natural habitat and design a practical plan for converting the designated space. Then, with assistance from teacher (and approval/support from school or park officials), students carry out plan and convert area to increase habitat for wildlife.		**Learner Outcome:** Students will recognize that changing a habitat to make it better for one species can involve the destruction of the habitat for other species. **Teaching Strategy:** Define *habitat* and provide pictures of several sample habitats (see resources). Discuss which animals live in each and point out the fact that different types of habitats support different kinds of animals. Provide materials (cardboard box, clay, twigs, paper, paint) and help students construct a model of a mature forest habitat. Discuss animals that might be found in your model habitat (wild turkeys, snowshoe hares, owls, timber wolves, bobcat, lynx, gray or red squirrels, etc.). Point out the fact that animals such as deer, cottontail rabbits, many songbirds, pheasants, and other ground dwelling animals aren't usually found in mature forests because the tall trees don't let in enough light for young trees and shrubs to grow, and these animals either prefer more open areas or need the young trees and shrubs for food, shelter, or song perches. Explain that by changing the forest, humans can create habitat for these animals. Change your model habitat by cutting down all the trees. Discuss which animals will be able to move into the habitat now that the low level plants and trees can grow. What happens to the mature forest animals? (Their natural habitat is gone–mature trees, dead or hollow trees, protection provided by dense forest–and most animals adapted to mature forests will leave.)

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language arts	social studies	math	health/science
			Learning Activity: Students assist teacher in constructing and changing model habitat. Then, discuss: If improving a habitat for one animal means destroying it for another, how should choices be made as to which is best?
writing news stories, organizing information	**community action**		**habitat**

resources:

General: *A Walk In the Forest*, 16mm film, Pyramid Films, Santa Monica, CA; *Wild America: Who Needs It?*, 16mm film, Phoenix Films, New York, NY; *What Shall We Do With the Land?* (J), Laurence Pringle, Crowell.

SS: "Invite Wildlife To Your Backyard," reprint, National Wildlife Federation (see appendix).

H/S: *Places Where Plants and Animals Live*, filmstrip series, National Geographic Society, Washington, DC; *Ecology In Nature's Communities*, study prints, SVE, Chicago, IL; *Joy Of Nature: How To Observe and Appreciate the Great Outdoors* (A), Reader's Digest.

human responsibilities

concept: Humans have the responsibility to maintain a healthy environment for humans and other living things.

language arts	social studies	math	health/science
	Learner Outcome: Students will recognize that human actions such as vandalism can affect animals and the environment. **Teaching Strategy:** Define *vandalism* for students and elicit discussion about student experiences with the problem (e.g., what examples of vandalism they have seen, who they think participates in vandalism, why they think people vandalize, how they feel about the problem). Then, ask students who or what might be hurt/affected by some of the examples of vandalism discussed. Show film *The Boy Who Liked Deer** (see resources). After film, discuss other acts of vandalism that might affect animals and/or the human and natural environments (e.g., breaking glass or windows, tearing down fences, painting buildings, carving on trees). Explain that littering is also a form of vandalism and is a major threat to animals (e.g., birds caught in fishing line, animals strangled in plastic six-pack holders, pets cut on broken bottles or cans, poisonous chemicals or products dumped in water or landfills). *Note: In order to make effective use of this film, preview it before showing and consult the accompanying teaching guide. **Learning Activity:** Students create posters and slogans illustrating the effects vandalism can have on other humans, animals, and the environment. If possible, display posters around school or community. **citizenship, vandalism**	**Learner Outcome:** By surveying their families, students will recognize the ways in which individuals are working to keep the environment healthy. **Teaching Strategy:** Discuss actions that individual families can take to help keep the environment healthy (e.g., recycling cans, bottles, and paper, using public transportation, making compost piles, curtailing use of pesticides and herbicides, cleaning up after pets). Help students formulate these items into a checklist. **Learning Activity:** Students prepare checklist and survey families to see how many of the practices each family follows. Then, students use the collected information to figure percentages of families engaged in each activity. As a class, students discuss ways that children can help to keep the environment healthy for humans and other animals. **recording data and drawing conclusions, finding percentages**	**Learner Outcome:** Students will recognize processes by which waste can be recycled to help keep the environment healthy. **Teaching Strategy:** Elicit discussion about the kinds of materials that can be recycled into new products (e.g., cans, glass, paper, compost, trash — see resources). If possible, invite a speaker from a local environmental protection agency or recycling plant to talk to students about the processes involved in recycling. **Learning Activity:** Students choose a recyclable product and illustrate, graphically or in writing, how the product is transformed into new, usable material. Then, students explain how recycling helps to keep the environment healthy. Then discuss: What happens to materials and waste that can't be recycled? **ecology**

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resources:

General: "Pollution Pointers For Elementary Students," project list, "Community Clean-Up Campaign Check List," and "Organizing an Anti-Litter Project With Steel Drums and Pails," pamphlets, Keep America Beautiful, 99 Park Avenue, New York, NY 10016; *Manure To Meadow To Milkshake* (A), handbook of environmental activities, Eric Jorgenson, Trout Black, and Mary Hallesey, Hidden Villa Environmental Education Project, Drawer A-H, Los Altos, CA 94022.

SS: *The Boy Who Liked Deer*, 16mm film, Learning Corporation of America, New York, NY.

H/S: "Recycling," reprint, National Wildlife Federation (see appendix).

human responsibilities

concept: Humans have the responsibility to allow wild animals in captivity to live as naturally as possible.

language arts	social studies	math	health/science
Learner Outcome: Students will identify problems that result when a wild animal is kept in an unnatural environment. **Teaching Strategy:** Show the film or have the class read the book, *Lafcadio, the Lion Who Shot Back* (see resources). Elicit discussion about Lafcadio's dilemma at the end of the story, when he no longer fits in either the human world or the animal world. **Learning Activity:** Students list main reasons why Lafcadio (1) will no longer be happy living as a human, and (2) will not be able to return to the wild as a lion. Then, students write essays explaining why they think it is important to allow real wild animals to live as naturally as possible, even in captivity.	**Learner Outcome:** Students will recognize how housing captive wild animals in natural habitat enhances the educational function of the community zoo. **Teaching Strategy:** Ask students: What is a zoo? Why do we have zoos? What types of animals live in the zoo? Where do these animals come from? Define one of the primary functions of a zoo as *education*, providing humans with a place where we can learn about animals and how they live (see resources), and come to appreciate our similarities and differences. Then ask students: Which would provide human visitors with a more accurate picture of an animal's habits and behavior, the animal in a clean concrete or tile cage or the animal surrounded by plants, trees, water, rocks, etc. that are similar to its home in the wild? Where do you act most naturally or "like yourself," at home in familiar surroundings or in a strange place surrounded by strangers? Arrange a visit to a local zoo or wild animal park. Help students identify some of the animals they will see during their visit. **Learning Activity:** Students each choose one of the animals that they will see at the zoo or wild animal park, and use library or classroom resources to	**Learner Outcome:** Students will recognize that the space needed to provide natural habitats for captive animals is determined by behavioral as well as physical needs. **Teaching Strategy:** Demonstrate how to measure area using square feet or square meters. Lead class in discussion of what constitutes human natural behavior (e.g., playing, grooming, exercising, food gathering, interacting with other humans). **Learning Activity:** Students measure their own bedrooms and record the area in square feet or meters. Then, students discuss whether this space, if properly equipped, would be adequate for them to live in and would meet their physical needs. What about their behavioral needs? Would they be satisfied confined to such a minimal space?	**Learner Outcome:** Students will demonstrate an understanding of the concept of *flight distance* and recognize the implications for housing wild animals in captivity. **Teaching Strategy:** Pair students and instruct one member of each pair to stand as close as possible to his/her partner (facing the partner) and begin talking. After a few minutes ask the quiet partner if he/she is uncomfortable having the speaker so close. Then have the talking partner move back slowly until the quiet partner is comfortable with the distance. Mark the distance between partners. (It should be approximately arm's length, or human flight distance–the distance at which humans feel "safe" from others of their own kind.) Explain that all animals have a biological flight distance and, if forced to live too close together, suffer constant stress. **Learning Activity:** Students choose a wild animal and research its natural behavior to see what they can learn about its necessary flight distance and/or how it reacts when its flight distance is violated. Then students discuss: What happens to animals in zoos that are confined in such a way that they can't maintain their flight distance from other animals or humans?

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language arts	social studies	math	health/science
	learn what they can about the animal's natural home. Following zoo visit, students compare the exhibits in which their animals were housed to what they learned about the animals' natural homes. If a zoo visitor didn't study the animal before his/her trip to the zoo, would the exhibit enable him/her to learn anything about the way the animal lives in the wild? Why or why not?		
identifying main ideas, drawing conclusions	**community agencies**	**measurement, spatial relationships**	**flight distance, stress**

resources:

General: *Memories From Eden*, 16mm film, Time-Life, Paramus, NJ; *Look At Zoos*, 16mm film, National Geographic Society, Washington, DC; *Who's Who In the Zoo?*, 16mm film, Centron Films, Lawrence, KS.

LA: *Lafcadio, the Lion Who Shot Back*, 16mm film, Learning Corporation of America, New York, NY, or *Lafcadio, the Lion Who Shot Back* (J), Shel Silverstein, Harper & Row; *Cry Of the Crow* (J), Jean Craighead George, Harper & Row.

SS: *Zoos Without Cages* (J), Judith Rinard, National Geographic Society; *Going To the Zoo With Roger Caras* (J), Roger Caras, Harcourt Brace Jovanovich; *Zoos In the Making* (J), Dorothy E. Shuttlesworth, Dutton; *Life In Zoos and Preserve* (J), Wild, Wild World Of Animals Series, Time-Life; *City Of Birds and Beasts* (J), Jack Denton Scott, Putnam's.

H/S: *The View From the Oak* (J), Judith and Herbert Kohl, Scribner's.

human interference

concept : Humans often destroy wild animal habitats.

language arts	social studies	math	health/science
Learner Outcome: Students will explore their feelings about habitat destruction. *This activity follows SS.*	**Learner Outcome:** Students will recognize that human interests sometimes conflict with those of animals.		**Learner Outcome:** Students will recognize that habitat destruction is the primary threat to the survival of animal species.
Teaching Strategy: Elicit discussion about ways that humans can prevent destruction of wild animal habitats. What kind of things might humans have to do without? Ask students how they feel about making sacrifices in order to save animal habitats. Discuss why the preservation of wild animal habitats might be important to humans as well as to animals.	**Teaching Strategy:** Present a dilemma in which humans' proposed use of a land area means the destruction of animals' habitat (e.g., a nearby woods is to be cleared to build an apartment complex; a shopping center is to be built on the meadow next to the park; a pond is going to be filled in to make more land for a housing development).		**Teaching Strategy:** Prepare a list of several currently endangered animal species that are primarily threatened by habitat destruction (see resources). Discuss with students why these animals' habitats have been largely eradicated.
Learning Activity: Students write essays expressing why habitat preservation is important to people as well as animals, concluding the essays with a paragraph expressing their personal feelings about the importance of habitat preservation.	**Learning Activity:** Students discuss the proposed use of land, taking both the humans' and the animals' interests into account. Then, students list possible alternative courses of action and explore potential consequences of each for the animals, the people directly involved, and the community or region as a whole. Students try to propose a compromise plan that accommodates both humans and animals. After completion, students discuss why it was difficult (or impossible) to reach a working compromise.		**Learning Activity:** Students each choose one of the endangered species threatened by habitat destruction and prepare short research papers describing the animal and outlining its current situation and status. After completion of papers, students discuss the species' predicament and how it might be resolved. Is it important to preserve the habitat of an endangered species? Should there be a law that prevents humans from ever destroying the habitat of an endangered species? Or, should there be exceptions? What restrictions on habitat destruction exist under current laws?
writing essays	**communities, values, land use**		**animal homes, endangered animals**

resources:

General: *The Mountain* (J), Peter Parnall, Doubleday; *A Walk In the Forest*, 16mm film, Pyramid Films, Santa Monica, CA.

LA & SS: *What Should We Do With the Land?* (J), Laurence Pringle, Crowell; *Wild America: Who Needs It?*, 16mm film, Phoenix Films, New York, NY.

H/S: *Wildlife Alert! The Struggle To Survive* (J) and *Vanishing Wildlife Of North America* (A), Thomas B. Allen, and *Animals In Danger: Trying To Save Our Wildlife* (J), National Geographic Society; *And Then There Were None* (J), Nina Leen, Holt, Rinehart & Winston; *Vanishing Species* (J), Ron Wilson, Chartwell House; *Saving Our Wild Animals*, two-part filmstrip series, National Geographic Society, Washington, DC; *Extinct, Endangered, and Threatened*, filmstrip series, Pomfret House, Pomfret Center, CT. For additional information on endangered animals, write Office of Endangered Species, Fish and Wildlife Service, U.S. Department of the Interior, Washington, DC 20240, or contact The Humane Society of the United States, Defenders of Wildlife, Animal Welfare Institute, Center for Environmental Education, Center For Action on Endangered Species, World Wildlife Fund, or National Wildlife Federation (see appendix).

human interference

concept: Some species of animals have become endangered or extinct as the result of human interference.

language arts	social studies	math	health/science
Learner Outcome: Students will recognize that the loss of any animal species will have some negative consequences on humans and the natural world. **Teaching Strategy:** Supply a list of ten animals, including wild, pet, and farm animals. Tell students to pretend they are Noah and that they have room to put just six more pairs of animals on the Ark, but all ten animals on the list still remain to be chosen. Discuss reasons for and against including each of the ten animals. (Be certain to point out what other living things would be affected if each of the animals was no longer around.) Vote on which six animals should be allowed to board the Ark, letting each student vote for six of the ten animals. **Learning Activity:** Students vote on which six animals to include on the Ark, then discuss which ones were left behind and why. Was it hard to leave any of the animals behind? Is it important to save all animal species? Students follow up Noah's Ark voting game by writing essays about their favorite animal and how their lives would be different if that animal were to become extinct. drawing conclusions, writing essays	**Learner Outcome:** Students will demonstrate an understanding of the plight of an endangered animal by conducting a public education campaign about the animal and the problems it faces. **Teaching Strategy:** Choose an animal species that is in danger of extinction (see resources). Help students gather information about the species from the library and by writing to organizations concerned with endangered species (see resources). Discuss the reasons the chosen species has become endangered. **Learning Activity:** Students publicize information about the selected endangered species on posters and banners. Students should use poems, slogans, interesting facts and pictures to decorate posters, then display posters in school or community areas. Finally, students write letters to state or federal wildlife officials expressing support for protection of the animal, and post any responses received. community action		**Learner Outcome:** Students will identify current efforts to save the whooping crane from extinction. **Teaching Strategy:** Have students research the history of the whooping crane, noting population fluctuations and the ways in which the species has been threatened by human interference (see resources). **Learning Activity:** Students research efforts to save the whooping crane from extinction (captive breeding programs, foster parenting of young by sandhill cranes, ban on hunting of migratory birds, establishment of a second whooping crane flock–see resources). Then, students discuss the current efforts: Do they seem to be working? What else could be done? What are presently the biggest threats to the survival of the whooping cranes? Students create a diorama of a marsh, placing whooping crane nests in appropriate places. endangered species/ whooping crane

resources:

General: For information on endangered animals, write Office of Endangered Species, Fish and Wildife Service, U.S. Department of the Interior, Washington, DC 20240, or contact Animal Welfare Institute, Center for Action on Endangered Species, Center for Environmental Education, The Humane Society of the United States, Defenders of Wildlife, World Wildlife Fund, or National Wildlife Federation (see appendix for addresses). *Wildife Alert! The Struggle To Survive* (J), Thomas B. Allen, and *Animals In Danger: Trying To Save Our Wildlife* (J), National Geographic Society; *And Then There Were None* (J), Nina Leen, Holt, Rinehart & Winston; *Vanishing Species* (J), Ron Wilson, Chartwell House; *Wildlife In America* (A), Peter Matthiesson, Viking; *Endangered Animals*, study prints, Instructor Publications, Dansville, NY; *Saving Our Wild Animals*, two-part filmstrip series, National Geographic Society, Washington, DC; *Extinct, Endangered, and Threatened*, filmstrip series, Pomfret House, Pomfret Center, CT.

H/S: *Whooping Crane* (J), Robert McClung, Morrow; *Vanishing Wildlife Of North America* (A), Thomas B. Allen, National Geographic Society.

human interference

concept: Humans have different attitudes about the killing of animals for sport or profit.

language arts	social studies	math	health/science
Learner Outcome: Students will recognize that humans have different opinions about the hunting of animals. **Teaching Strategy:** Generate discussion about hunting, including the reasons people hunt, the effect of hunting on wildlife and the environment, and the reasons some people believe it is wrong to hunt and kill wild animals. Provide addresses of various wildlife organizations (see resources) and select students to write letters to the groups asking what their official positions on hunting are and requesting information about hunting. Divide class into two groups and assign one group to represent the pro-hunting viewpoint and the other to represent the anti-hunting viewpoint. **Learning Activity:** Students in each group organize and prepare a statement on the group's position. Students conduct debate, then discuss: Did anyone learn new information or change their minds about hunting as a result of the debate? Why? Is there a solution to the hunting controversy? What might that solution entail?	**Learner Outcome:** Students will explore their own feelings about hunting animals. **Teaching Strategy:** Pass out a values voting sheet that includes such questions as: Should people hunt for fun? For trophies? For food? For money (i.e. for skins, etc.)? Would you hunt and kill a deer? A wolf? A duck? A dog? A raccoon? A cow? An eagle? Instruct students to record one of the answers never/sometimes/always for each question, but not to put their names on papers. Collect sheets, compile data, and record on chalkboard. Discuss student responses. Then show film *Love To Kill* (see resources). Discuss: Why were the animals being killed? Are the animals really "useless"? Should animals be killed because they are seen as useless by humans? Should they be killed because they are seen as pests? Is it right to kill animals for fun and enjoyment? **Learning Activity:** As a follow-up to discussion, students write short personal essays describing their feelings about the killing of animals for human enjoyment. Include answers to such questions as: Did watching the film affect the way you feel about killing animals? Do you think you would change any of your answers on the values voting sheet? Why? Do you think it is all right to kill animals for fun? Why or why not?		**Learner Outcome:** Students will identify game and non-game species of wildlife and recognize that game stocking programs are part of current wildlife management. **Teaching Strategy:** Ask students to think of as many definitions as they can for the word *game*. Explain that one meaning of *game* is wildlife, including birds and fish, that are hunted for sport, food, or profit. Discuss how this meaning of *game* might have developed. Write *game* and *non-game* on the board and help students make a list of several wild animals that fit each category. Explain that state wildlife departments have the job of helping wildlife populations. Sometimes state wildlife departments institute game stocking programs that involve the breeding and raising of game animals (e.g., pheasant, ducks, fish) in captivity and then releasing them to the wild to insure that there are enough surplus animals for hunters to kill. Have a student write to the state wildlife department and ask if any game stocking programs exist in their state. Ask what species are involved, how many animals, and the reasons why the program was instituted.

language arts	social studies	math	health/science
			Learning Activity: Students identify game stocking programs in their state and discuss: Who benefits from these programs? All the people of the state? The hunters? The non-hunters? The animals? Why are certain species stocked and not others? Does your state stock any non-game species? Are there any populations of non-game species in your state that you think should be increased in number? What do you think about the idea of raising wild animals in captivity to be used for hunting?
debating, critical thinking	**values**		**wildlife management**

resources:

LA: See appendix for addresses of The Humane Society of the United States, National Wildlife Federation, Defenders of Wildlife, and Massachusetts Audubon Society. Information on hunting is also available from your state's sportsmen's association, local humane society, Fund for Animals, 140 W. 57th Street, New York, NY 10019; Friends of Animals, 11 W. 60th Street, New York, NY 10023; Sierra Club, 530 Bush Street, San Francisco, CA 94108.

SS: *Love To Kill*, 16mm film, Learning Corporation of America, New York, NY.

General: *After the First*, 16mm film, TeleKETICS, Los Angeles, CA; *The Secret Life Of Harold, the Bird Watcher*, Hila Colman, Crowell.

farm animals

The American farm has changed radically during the last fifty years. Almost four billion chickens, cattle, and pigs are now processed by the livestock industry in the United States each year. Many small farms have been replaced by large meat-, milk-, and egg- producing operations. While some farm animals still have the relative freedom of a field or barn, many of the animals that provide our food products are kept indoors throughout their entire lives. This intensive confinement can prohibit the animals' exercising their natural behaviors and can cause suffering and reduced resistance to disease.

The activities that follow are designed to help students identify the ways in which humans use farm animals, understand the physical and behavioral needs of the animals, and explore the potential effects of some farming practices on the animals and on the environment.

use of farm animals

concept: Humans raise and keep farm animals to fulfill physical needs.

language arts	social studies	math	health/science
	Learner Outcome: Students will identify common ways in which farm animals are used to fulfill human physical needs. **Teaching Strategy:** Ask students: Who ate meat today? Who ate another animal product (e.g., eggs, milk, cheese)? Who is wearing clothes that came from animals? Help students identify all items in classroom that are made from farm animals or farm animal products. Supply magazines that contain pictures of common food, garment, or household products that come from farm animals **Learning Activity:** Students cut out pictures of products made from or provided by farm animals, identifying each product by labeling it with its name and the kind of animal it came from. Then, students arrange pictures to create large collage and display in class. When completed, students review products pictured and determine for each one: Is this a product humans need (necessity), or a product that humans want but don't need (luxury)? **consumerism**	**Learner Outcome:** Students will recognize that the average American consumes a large amount of meat and that the meat comes from animals. **Teaching Strategy:** Have students keep records for one week of how many times they ate meat as part of a meal and what animals the meat came from. Explain that an average meat portion is approximately one-quarter pound, so to find out how many pounds of each type of meat students ate in one week, they should multiply the number of of times they ate the meat of each type of animal by one-fourth. Then, have students multiply their figures by 52 to approximate annual meat consumption. **Learning Activity:** Students complete calculations, then draw graphs or charts comparing the number of pounds of meat of each type of animal they eat each year. Then, students discuss: Do the numbers surprise you? Are they larger or smaller than you expected? What kind of meat do you eat the most? The least? Are there any students in your class who don't eat meat? **multuplying by whole numbers and fractions**	**Learner Outcome:** Students will identify unusual animals that are farmed to fulfill human physical needs. **Teaching Strategy:** Ask students to name farm animals. Then, explain that many animals other than the familiar ones are farmed to provide for certain human needs. List on board fox, chinchilla, musk ox, reindeer, bee, fish, rabbit, silkworm, earthworm, and mink. **Learning Activity:** Students choose one of animals listed and research animal in library to find out what products come from that animal and basic characteristics of the animal that may make it suitable for farming. Are the animal's natural behaviors restricted in any way through the farming process? After completing research, students summarize information in individual reports. Then, students use reports to make a class booklet on unusual farm animals. **unusual farm animals**

resources:

General: *Our Foods and Where They Come From*, filmstrip series, National Geographic Society, Washington, DC; *Eggs To Market*, 16mm film, BFA Educational Media, Santa Monica, CA; *Animals That Help Us: The Story Of Domestic Animals* (J), Carroll Lane Fenton and Herminie B. Kitchen, John Day.

human responsibilities

concept: Humans have the responsibility to provide for farm animals' physical and behavioral needs.

language arts	social studies	math	health/science
Learner Outcome: Students will create cinquain poems to describe the characteristics and behavior of a farm animal. **Teaching Strategy:** Show students one or more of the films: *The Cow; Pigs!;* and *Chick, Chick, Chick* (see resources). Instruct students to observe how the animals look, what they do, how they move, how they sound, etc. Following films, help students brainstorm lists of words and phrases to describe each animal pictured, its behavior, its movement, its sounds, etc. Explain cinquain format (see resources). **Learning Activity:** Students each choose an animal from films and create a cinquain to describe it and their impression of it. Then students exchange poems and draw pictures of the animals described in the poems they received from other students. **writing poetry, parts of speech**	**Learner Outcome:** Students will recognize that some humans raise and maintain farm animals to provide for their personal consumption. **Teaching Strategy:** Acquaint students with new interest in "return to the land" or self-sufficiency life styles (see resources). Some people are raising their own goats, chickens, cows, etc. to provide for their personal consumption. Discuss the reasons for this and possible concerns with keeping these animals (e.g., zoning permits, adequate housing and shelter, sanitation, food suppliers, veterinary care). **Learning Activity:** Students each choose a farm animal to "adopt" and research its basic needs. Then, students write essays speculating about how their lives would change if they were responsible for the daily care of the animal. **responsibility, life styles**		**Learner Outcome:** Students will identify the basic needs of farm animals. **Teaching Strategy:** Ask students to identify at least 5 common farm animals. Write the animals' names on the board. Assign a group of students to each animal. **Learning Activity:** Student groups use library (see resources) and/or contact an agricultural extension office, large animal veterinarian, or local farmer to research their assigned animals' behavior, basic needs, and the care required for the animal. If possible, arrange a field trip to a farm or the farm center of a zoo or nature center. Then, students use the information gathered to make charts identifying the care the animals need. Using large poster paper, students make drawings of animals and combine with charts to make a bulletin board with the theme, "Farm Animals Need Special Care." **animal needs**

resources:

LA: *The Cow*, 16mm film, *Pigs!*, 16mm film, and *Chick, Chick, Chick*, 16mm film, Churchill Films, Los Angeles, CA; *Chicks and Chickens*, 16mm film, Films, Incorporated, Wilmette, IL. A cinquain is a five-line poem with the following format: Line 1 is one noun, stating subject of poem; Line 2 is two adjectives describing the subject; Line 3 is three verbs or a verb phrase that relate to subject; Line 4 is a four-word phrase stating feelings about or interpretation of subject; Line 5 is one word, usually another noun, that restates subject or a word that sums up poem.

Example:
Spiders
Tiny, busy
Spinning, moving, floating
Building fragile wispy webs
Artists

SS: Information on raising individual or small numbers of farm animals is available through your local agricultural extension office.

consequences of food production practices

concept: Farm animals can suffer if their basic needs are not met.

language arts	social studies	math	health/science
Learner Outcome: Students will demonstrate an understanding of the concept of *intensive* as it applies to modern food production practices. **Teaching Strategy:** Have students use dictionaries to define the adjective *intensive*. Illustrate definitions by discussing the intensive care unit in hospitals, where a concentrated amount of care is given to each individual. Then ask students to speculate on what *intensive farming* might mean (maximum yield of crop for space and time invested). Explain that intensive farming of animals means housing as many animals as possible in as small a space as possible. Although this practice enables farmers to raise more food in less space, some people object to it because of problems it can cause for the animals. Because so many animals are handled by these farm systems, and the animals usually have little human contact while being raised, some people refer to intensive farms as *factory farms*. **Learning Activity:** Students write letters to The Humane Society of the United States (see appendix), the U.S. Department of Agriculture (see resources), or their local agricultural extension agent to request information on the subject of intensive farming. When information is received, students use what they have learned to write a definition for intensive farming, including the advantages and disadvantages as they understand them. **concept development, writing letters**			**Learner Outcome:** Students will recognize that confinement can cause stress for farm animals. **Teaching Strategy:** Create several spaces within the classroom and allow students to choose one space in which to experience confinement (e.g., appliance box, study carrel, under a desk). Ask students to experience spaces voluntarily. Then, discuss: How long was it before you felt uncomfortable? Why (boredom, nervousness, not being able to stretch or move around)? If you were given food and water, would you still be uncomfortable after a certain period of time? Imagine that you had to share the small space with someone else. How long do you think it would take before you "got on each other's nerves"? Present the facts that egg-laying hens are generally kept in stacked 12" x 16" cages, 4 birds per cage, and that chickens have an average wing span of 32". **Learning Activity:** Students use dictionaries to define *stress* and explain how being confined in a small space caused them to feel stress. How do people react physically to stress (stomachaches, headaches, ulcers, irritability)? Do you think the chickens also experience stress when they are confined in small cages? **stress, animal behavior**

resources:

General: "Factory Farming," booklet, The Humane Society of the United States (see appendix); *Animals, Men, and Morals* (A), Stanley Godlovitch, ed., Grove; *Animal Machines* (A), Ruth Harrison, Stuart; *Animal Rights: Stories Of People Who Defend the Rights Of Animals* (J), Patricia Curtis, Four Winds (Scholastic).

LA: Information on intensive farming is available from The Humane Society of the United States (see appendix) or the U.S. Department of Agriculture, Washington, DC 20250.

H/S: *Chicks and Chickens*, 16mm film, Films, Incorporated, Wilmette, IL; *Chick, Chick, Chick*, 16mm film, Churchill Films, Los Angeles, CA; *Eggs To Market*, 16mm film, BFA Educational Media, Santa Monica, CA.

consequences of food production practices

concept: Raising food for human use affects the natural environment.

language arts	social studies	math	health/science
	Learner Outcome: Students will recognize that humans' increasing need for food can lead to the destruction of wild animal habitats. **Teaching Strategy:** Explain that as the population of a country continues to grow, more food is needed to satisfy the needs of the people. One way of achieving increased food production is to convert wilderness areas to crop cultivation or livestock grazing. Discuss with students what types of wild animal habitats might be converted to crop/livestock production (e.g., meadow, forest, desert, marsh, grassland). Use construction paper to make a mural of an imaginary area, containing one or a combination of these habitats, on a bulletin board. Set up situation in which the area in question is to be plowed under to make pasture land and fields for crops. **Learning Activity:** Students form small groups to represent the animals, humans, and plants that have something at stake in deciding how the land should be used (e.g., farmers, townspeople who will eat the food to be produced, trees and plants that will be destroyed, animals whose homes will be lost, hikers who like to enjoy the natural environment). Each group decides how the human/plant/wild animal they represent will be affected if the land is cleared. Then, each group chooses a spokesperson to present their opinions on what should be done. After all opinions have been heard, students discuss the problem and what they have learned. **land use**		**Learner Outcome:** Students will identify ways in which some pesticides have proved harmful to the environment. **Teaching Strategy:** Define *pesticides*, and explain that widespread use of certain pesticides in an effort to protect crops from harmful insect populations has proved detrimental to animal life and the environment. Discuss DDT with students, explaining what it is, why it was used, and the concerns about its effects on the environment that led the federal government to largely ban its use in the United States (see resources). The larger birds (i.e. eagles, hawks, falcons) have been the most adversely affected by DDT. Discuss with students the ways in which DDT and other pesticides can accumulate in the bodies of birds (see resources). **Learning Activity:** Students create and illustrate a mural showing the food chain of the bald eagle or the peregrine falcon, including DDT as a component. Then, students discuss: How does DDT get into the carrion on which the bald eagles feed, or the fish on which the peregrine falcon feeds? DDT has also been found in human beings. How might it get there (through plants, fish, water)? How can birds act as an early warning system for the dangers of pesticides to humans? **endangered animals, ecology**

resources:

General: *Manure To Meadow To Milkshake* (A), handbook of environmental activities, Eric Jorgensen, Trout Black, and Mary Hallesey, Hidden Villa Environmental Education Project, Drawer A-H, Los Altos, CA 94022; *Back To the Farm*, educational board game, Animal Town Game Company, Santa Barbara, CA.

SS: *What Shall We Do With the Land?* (J), Laurence Pringle, Crowell; *Wild America: Who Needs It?*, 16mm film, Phoenix Films, New York, NY.

H/S: *The Complete Ecology Fact Book* (A), Philip Nobile and John Deedy, Anchor (Doubleday); *Vanishing Wildlife Of North America* (A), Thomas B. Allen, National Geographic Society; *Wildlife Alert! The Struggle To Survive* (J), National Geographic Society.

appendix a
humane education resource organizations

American Humane
9725 East Hampden
Denver, CO 80231

American Humane Education Society
450 Salem End Road
Framingham, MA 01701

Animal Welfare Institute
P.O. Box 3650
Washington, DC 20007

Center for Action on Endangered Species
175 West Main Street
Ayer, MA 01432

Center for Environmental Education
1925 K Street, N.W.
Washington, DC 20006

Defenders of Wildlife
1244 19th Street
Washington, DC 20036

Elsa Wild Animal Appeal
P.O. Box 4572
North Hollywood, CA 91607

The Humane Society of the United States
2100 L Street, N.W.
Washington, DC 20037

Latham Foundation
Latham Plaza Building
Clement & Shiller
Alameda, CA 94501

Massachusetts Audubon Society
Hatheway Environmental Education Institute
Lincoln, MA 01773

National Association for the Advancement of Humane Education
Norma Terris Humane Education Center
Box 362
East Haddam, CT 06423

National Wildlife Federation
1412 16th Street, N.W.
Washington, DC 20036

Pet Food Institute
1101 Connecticut Avenue, N.W.
Suite 700
Washington, DC 20036

World Wildlife Fund
1601 Connecticut Avenue, N.W.
Washington, DC 20009

periodicals

For Teachers

Humane Education
a quarterly magazine for educators
National Association for the Advancement of Humane Education
Box 362
East Haddam, CT 06423

For Students

Chickadee
(4 to 8 year olds)
Young Naturalist Foundation
59 Front Street East
Toronto, Ontario M5E 1B3
Canada

The Curious Naturalist
(8 to 12 year olds)
Massachusetts Audubon Society
Hatheway Environmental Education Institute
Lincoln, MA 01773

Kind
(8 to 12 year olds)
The Humane Society of the United States
2100 L Street, N.W.
Washington, DC 20037

Owl
(8 to 12 year olds)
Young Naturalist Foundation
59 Front Street East
Toronto, Ontario M5E 1B3
Canada

Ranger Rick
(8 to 12 year olds)
National Wildlife Federation
1412 16th Street, N.W.
Washington, DC 20036

catalogs/directories

Caring For Our Animal Friends
annotated directory of teaching materials
California Veterinary Medical Association
1024 Country Club Drive
Moraga, CA 94556

Clearinghouse For Humane Education Materials
directory of teaching and public education materials
American Humane
9725 East Hampden
Denver, CO 80231

Films For Humane Education
annotated directory of 16mm films and filmstrips
Argus Archives
228 East 49th Street
New York, NY 10017

HSUS Publications Catalog
catalog of teaching and public education materials
The Humane Society of the United States
2100 L Street, N.W.
Washington, DC 20037

appendix b
resource publishers' addresses

Abingdon Press
201 Eighth Avenue, South
Nashville, TN 37202

Adelphi Productions
Blodgett Studio
Adelphi University
Garden City, NY 11530

AIMS Instructional Media Services
626 Justin Avenue
Glendale, CA 91201

Acropolis Books
2400 17th Street, NW
Washington, DC 20009

Addison-Wesley Publishing Co., Inc.
Jacob Way
Reading, MA 01867

Ananda Publications
distributed by Book People
2940 Seventh Street
Berkeley, CA 94710

Animal Town Game Co.
P.O. Box 2002
Santa Barbara, CA 93120

Archway Paperbacks
630 Fifth Avenue
New York, NY 10020

Atheneum Publishers
122 E. 42nd Street
New York, NY 10017

Avon Books
959 Eighth Avenue
New York, NY 10019

Barr Films
P.O. Box 5667
3490 E. Foothill Boulevard
Pasadena, CA 91107

BFA Educational Media
2211 Michigan Avenue
P.O. Box 1795
Santa Monica, CA 90406

Bobbs-Merrill Co., Inc.
4300 W. 62nd Street
Indianapolis, IN 46206

Capitol Records
Hollywood and Vine Streets
Hollywood, CA 90028

Carolrhoda Books, Inc.
241 First Avenue, North
Minneapolis, MN 55401

Cavendish, Marshall, Corp.
111 W. 57th Street
New York, NY 10019

Centron Films
1621 W. Ninth Street
Lawrence, KS 66044

Chartwell House, Inc.
P.O. Box 166
Bowling Green Station
New York, NY 10004

The Child's World
1556 Weatherstone Lane
Elgin, IL 60120

Childrens Press
1224 W. Van Buren Street
Chicago, IL 60607

Churchill Films
662 N. Robertson Boulevard
Los Angeles, CA 90069

Cook, David C. Publishing Co.
850 N. Grove Avenue
Elgin, IL 60120

Coronet Films
65 E. South Water Street
Chicago, IL 60601

Coward, McCann & Geoghegan, Inc.
200 Madison Avenue
New York, NY 10016

Crowell, Thomas Y., Co.
521 Fifth Avenue
New York, NY 10017

Crown Publishers, Inc.
1 Park Avenue
New York, NY 10016

Dell Publishing Co., Inc.
1 Dag Hammarskjold Plaza
245 E. 47th Street
New York, NY 10017

Dial Press
1 Dag Hammarskjold Plaza
245 E. 47th Street
New York, NY 10017

Dodd, Mead & Co.
79 Madison Avenue
New York, NY 10016

Doubleday & Co., Inc.
501 Franklin Avenue
Garden City, NY 11530

Dutton, E.P., & Co., Inc.
2 Park Avenue
New York, NY 10016

Dynamic Teaching Materials
7525 Mission Gorge Road
Suite E
San Diego, CA 92120

Early Stages
P.O. Box 5027
Walnut Creek, CA 94596

Educational Activities
Freeport, NY 11520

Encyclopedia Britannica Educational Corp
425 N. Michigan Avenue
Chicago, IL 60611

Eye Gate Media
146-01 Archer Avenue
Jamaica, NY 11435

Farrar, Straus & Giroux, Inc.
19 Union Square, West
New York, NY 10003

Ferguson, J.G., Company
100 Park Avenue
New York, NY 10017

FilmFair Communications
10900 Ventura Boulevard
P.O. Box 1728
Studio City, CA 91604

Films, Incorporated
1144 Wilmette Avenue
Wilmette, IL 60091

Folkways Records and Service Corp.
43 W. 61st Street
New York, NY 10023

Follett Publishing Co.
1010 W. Washington Boulevard
Chicago, IL 60607

Garland STPM Press
136 Madison Avenue
New York, NY 10016

Grolier Educational Corp.
845 Third Avenue
New York, NY 10022

Grosset & Dunlap, Inc.
51 Madison Avenue
New York, NY 10010

Grove Press, Inc.
53 E. 11th Street
New York, NY 10003

Hale, E.M., & Co.
128 W. River Street
Chippewa Falls, WI 54729

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, NY 10017

Harper & Row Publishers, Inc.
Keystone Industrial Park
Scranton, PA 18512

Hastings House Publishers, Inc.
10 E. 40th Street
New York, NY 10016

Hayes School Publishing Co., Inc.
321 Pennwood Avenue
Wilkinsburg, PA 15221

Holiday House, Inc.
18 E. 53rd Street
New York, NY 10022

Holt, Rinehart & Winston, Inc.
383 Madison Avenue
New York, NY 10017

resource publishers' addresses, con't.

Houghton Mifflin Co.
Wayside Road
Burlington, MA 01803

International Film Bureau
332 S. Michigan Avenue
Chicago, IL 60604

Instructor Publications
Dansville, NY 14437

John Day Company
666 Fifth Avenue
New York, NY 10019

Learning Corporation of America
1350 Avenue of the Americas
New York, NY 10019

The Learning Works
P.O. Box 6187, Department B
Santa Barbara, CA 93111

Lippincott, J.B., Co.
521 Fifth Avenue
New York, NY 10017

Little, Brown & Co.
200 West Street
Waltham, MA 02154

Living Music Records
P.O. Box 68
Litchfield, CT 06759

Macmillan Publishing Co., Inc.
866 Third Avenue
New York, NY 10022

Marshfilm
P.O. Box 8082
Shawnee Mission, KS 66208

McGraw-Hill Book Co.
1221 Avenue of the Americas
New York, NY 10036

McKay, David, Co., Inc.
2 Park Avenue
New York, NY 10016

Messner, Julian, Inc.
distributed by Simon & Schuster
1 W. 39th Street
New York, NY 10018

Modern Talking Picture Service
1687 Elmhurst Road
Elk Grove Village, IL 60007

Morrow, William, & Co., Inc.
Wilmor Warehouse
6 Henderson Drive
West Caldwell, NJ 07006

National Film Board of Canada
16th Floor
1251 Avenue of the Americas
New York, NY 10020

National Geographic Society
17th & M Streets, NW
Washington, DC 20036

New American Library
1301 Avenue of the Americas
New York, NY 10019

Nilgiri Press
P.O. Box 477
Petaluma, CA 94952

Outdoor Biological Instructional Strategies
Lawrence Hall of Science
University of California
Berkeley, CA 94720

Parents Magazine Press
52 Vanderbilt Avenue
New York, NY 10017

Parnassus Press
4080 Halleck Street
Emeryville, CA 94608

Penquin Books, Inc.
625 Madison Avenue
New York, NY 10022

Phoenix Films, Inc.
470 Park Avenue South
New York, NY 10016

Pomfret House
P.O. Box 216
Pomfret Center, CT 06259

Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

Putnam's, G.P., Sons
390 Murray Hill Parkway
East Rutherford, NJ 07073

Pyramid Films
P.O. Box 1048
Santa Monica, CA 90406

Rand McNally & Co.
P.O. Box 7600
Chicago, IL 60680

Raintree Press
P.O. Box 11799
Chicago, IL 60611

Random House, Inc.
400 Hahn Road
Westminster, MD 21157

Reader's Digest Association
Pleasantville, NY 10570

Reiman Associates
611 E. Wells Street
Milwaukee, WI 53202

Rodale Press, Inc.
33 E. Minor Street
Emmaus, PA 18049

Sayre Publishing, Inc.
111 E. 39th Street
New York, NY 10016

Science Hobbies
2615 Central Avenue
Charlotte, NC 28205

Scholastic Book Services
906 Sylvan Avenue
Englewood Cliffs, NJ 07632

Scribner's, Charles, Sons
597 Fifth Avenue
New York, NY 10017

Simon & Schuster, Inc.
630 Fifth Avenue
New York, NY 10020

St. Martin's Press
175 Fifth Avenue
New York, NY 10010

Stackpole Books
Camerson and Keller Streets
Harrisburg, PA 17105

Stein & Day
7 E. 48th Street
New York, NY 10017

Stouffer, Marty, Productions, Inc.
P.O. Box 15057
Aspen, CO 81611

Stuart, Vincent, Publishers Ltd.
45 Lower Belgrave Street
London, England SW1

SVE
Society For Visual Education, Inc.
1345 Diversey Parkway
Chicago, IL 60614

TeleKETICS
Franciscan Communications Center
1229 S. Santee Street
Los Angeles, CA 90015

Time-Life, Inc.
Division of Time, Inc.
Time & Life Building
Rockefeller Center
New York, NY 10020

Tonsil Records
10 W. 56th Street
New York, NY 10019

Troll Associates
320 Route 17
Mahwah, NJ 07430

University of Nebraska Press
901 N. 17th Street
Lincoln, NE 68588

Viking Press, Inc.
625 Madison Avenue
New York, NY 10022

Walker & Company
720 Fifth Avenue
New York, NY 10019

Warne, Frederick, & Co., Inc.
501 Franklin Avenue
Garden City, NY 11530

Western Publishing Co., Inc.
Dept. M
1220 Mound Avenue
Racine, WI 53404

Whitman, Albert, & Company
560 W. Lake Street
Chicago, IL 60606

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